DOCUMENT RESUME

ED 229 895 EC 151 692

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TITLE I Used to Could Spell Wedn- Wenes- Wensday: A Resource of Teacher and Student Made Materials, Secondary Level. Second Edition.
INSTITUTION Hillside School, Cushing, Okla.
PUB DATE 76
NOTE 205p.; The document was developed through the Oklahoma Child Service Demonstration Center.
PUB TYPE Books (010) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS *Class Activities; Daily Living Skills; Language Arts; *Learning Activities; *Learning Disabilities; Mathematics; Resource Materials; Secondary Education; Social Studies; Teaching Guides

ABSTRACT

The first of a three volume series is a handbook of approximately 95 student and teacher developed individual and class activities for learning disabled students in grades 6 through 12. The activities are arranged under the following main headings: "Things We Forget to Teach," such as how to make emergency phone calls; "Do You Know What I Mean?" which includes activities such as "Why Symbols" or "Goofy Sentences"; "Extraordinary Ordinaries" (e.g., "Creative Seeing"); and "You Tricked Me into Multiplying" (math activities such as "Multiplication Wheels"). Activities to develop a student's specific skill are arranged in the subject index for the following topics and subtopics: language arts (writing, listening, and speaking skills); life skills (following directions, study skills, survival, public relations/family living, self concept/valuing, thinking, time concepts, directionality, eye-hand coordination, logical sequencing, problem solving/decision making, strategy, and visual/auditory memory); math (consumer, general, and math variations); reading (word attack, vocabulary, comprehension, enrichment); and social studies (history, geography, economics, vocational). Each activity is presented according to materials needed, procedure, and sometimes, additional notes. (MC)

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I USED TO COULD SPELL

WEDN—

WENES—

WENSDAY

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A Resource of Teacher and Student Made Materials

Secondary Level

1976

EC151692

I USED TO COULD SPELL WEDN— WENES— WENSDAY

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A Resource of Teacher and Student Made Materials

Second Edition

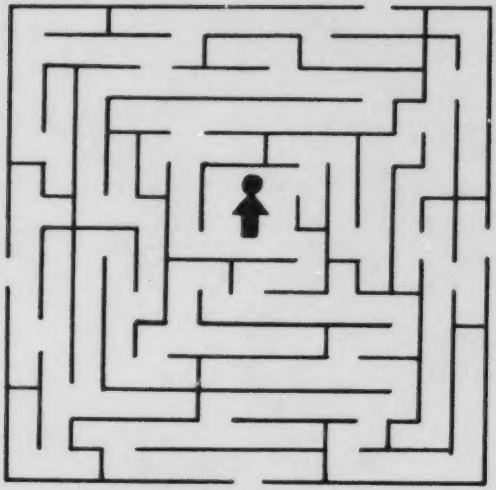
Fifth Printing

PREFACE

"I Used To Could Spell Wedn-Wenes-Wensday" has nothing to do with spelling. It is a handbook of student and teacher made activities appropriate for secondary level (grades 6-12) learning disabled adolescents. This handbook was developed as a resource for learning disability teachers and their students. It is shared as a part of the dissemination effort of a nationally validated program for learning disabled adolescents entitled the Oklahoma Child Service Demonstration Center (OCSDC).

"I Used to Could Spell Wedn-Wenes-Wensday" is Volume I of a three volume set utilized in following the diagnostic prescriptive program developed by the OCSDC. Volume II, the "Multi-Media Materials Catalogue", is a resource of commercially prepared materials highly successful with secondary learning disabled students. Volume III, the "Handbook of Prescriptive Teaching", crossreferences the two previous books to specific deficit areas common to secondary LD students. It is not a "cookbook" but instead a resource and an aid in developing individualized learning programs for adolescents.

Each of these products disseminated by the OSCDC are intended as resource materials to supplement workshops and training programs conducted by OCSDC staff members.



CHILD SERVICE DEMONSTRATION CENTER
Hillside School, Route 3
Cushing, Oklahoma 74023
(918) 225-1882

WE ENCOURAGE _____

1. Let your students create it - they'll learn it as they do it.

2. Keep it fun - your fun and theirs.

3. Make adaptations and let your students do the same.

4. Pass them along.

5. Relax and enjoy it - let your students get to know you too.

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Things We Forget to Teach

HOW TO MAKE AN EMERGENCY PHONE CALL

Materials: A pay phone and phone book.

Most students today are able and anxious to place long distance phone calls "the one-plus way", but are not experienced to handle calling in an emergency situation or from pay phones.

Points to be considered:

A surprising number of students do not know:

(1) How to reach their parents at work.

(2) How close relatives (such as grandparents) are listed - Yes, 7-12 students!

(3) Their address.

(4) Their family physician.

(5) The procedure for placing calls from a pay phone. (Pay first or dial first?)

Procedure:

From the above list, make appropriate assignments, then plan a field trip to the school's pay phone.

-continued-

(How to Make an Emergency Phone Call continued)

Instruct:

(a) Telephone etiquette.

(b) Looking up numbers in a phone book (use of yellow pages).

(c) Following directions on the pay phone being used.

(d) Draw attention that not all pay phones are identical.

(e) Information

(f) Emphasize the necessity of calm, complete information in emergency situations.

STRANGE RELATIONS

Materials: Students

Procedure:

Ask students questions about relationships similar to the following:

What relation is your;

1) Uncle's father?
2) Nephew's sister's son?
3) Aunt's mother's only grandchild?
4) Brother-in-law's sister's son?
5) Aunt's daughter's adopted child?
6) Mother's aunt's daughter's daughter?
7) Father's mother's son by a second marriage?
8) Brother's wife's mother's son?
9) Grandmother's sister's daughter's son?
10) Cousin's father's father?

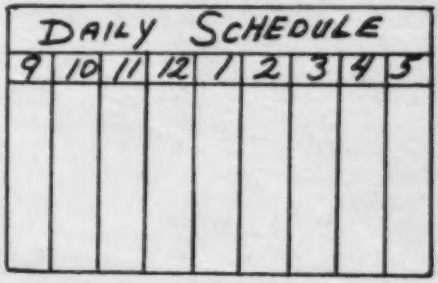
The answers may be written down for a later discussion or they may be answered orally. This activity can easily lead into a discussion of family relationships and units.

THE ERRAND

Materials: Index cards, an errand box, a list of errands, a list of time card instructions, a blank daily schedule divided into the hours between 9 a.m. - 5 p.m. for each student, a large poster board divided into a daily schedule. (see drawing)

(Substitute clock faces with times shown) →

Make each section 3" wide to hold time cards. →



Procedure:

1) Write one errand or time card instruction per index card. (See lists following for suggestions.)

2) Put errand cards into errand box and set aside.

3) Divide the time card instructions into nine small groups and assign one of the daily schedule times to each stack. Arrange on Daily Schedule poster.

-continued-

(The Errand continued)

4) Give students a daily schedule and explain that they will have 5 (any number) errands to do today before 5 p.m.

5) Have students draw 5 errands from the errand box, and arrange them in the order they would run the errands in their town or in a neighboring business center for rural students.

6) Have students list their arrangement on their Daily Schedules. Have them tell or write a rationale for organization.

7) Students, with schedules in hand go to the large daily schedule and begin their attempt to get their errands done; figuratively, no items are actually done only the timing is involved here.

8) Have each student draw one time card from the 9:00 a.m. section. After reading the message, the student is to integrate that information into his schedule following instructions. After completing this move, he draws a time card for the next open hour on his schedule card.

A possible series follows:

-continued-

(The Errand continued)

9:00 a.m. - Don't forget basketball practice at 4:00 p.m. If you have an errand scheduled then, move it to an earlier part of the day. If you have an errand scheduled now, count it completed.

10:00 a.m. - Sorry, I made a dentist appointment for you at 11:00. No errands can be done then. Don't draw an 11:00 card, go on to 12:00. Glad you could get your 10:00 errands done!

11:00 a.m. - —

12:00 p.m. - Stop eat lunch with friend. Sorry you didn't get this errand done.

9) The people who successfully complete their errands are winners and discussions of plans can be made. Here is a good place to ask why certain arrangements were made.

Errand list suggestions:

1. Take clothes to the cleaners.

2. Mow the lawn.

3. Pick up bread and milk at Braums.

(The Errand continued)

4. Take your sister to a birthday party.
5. Buy 200 lbs. hog feed.
6. Pick green beans and okra.
7. Take an ad to the Shop and Swap (advertising paper).
8. Take bicycle to the repair shop.
9. Help grandmother move furniture.
10. Take car to be repaired.
11. Change oil in the car.
12. Clean lavatory.
13. Basketball practice.
14. Run newspaper route for your brother who is ill.

And so it goes on .....!

BATIK CALENDAR

Wall Hanging

Materials: Select materials needed according to the brand of dye used. Use only cold water dyes because the colors are so much brighter, and easier to work with.

Hint: Unless you are experienced in the Batik process, first order the Inkodye pamphlet from Screen Process Supplies Manufacturing Co., 1199 East 12th Street, Oakland, California 94606. Other references on batik include Basic Batik and Dyeing by Le Jeune, Inc. 1972 and Book # 3113. Sneak Batik - the short cut to true Batik - by Artis, Inc., Temple City, California 91780.

Directions:

1) As an introductory activity, let each child batik his own piece of fabric, or T-shirt, any way he wishes.

2) After they are more familiar with the batik process, group the larger classes into students who work easily with one another. Some smaller classes may work as a group.

3) Determine a way to divide the months of the year and the calendar banner, assigning responsibility for a month, or months, or season to each group.

-continued-

(Batik Calendar continued)

4) Depending upon colors available, ($), encourage a variety of colors to be used, perhaps relating color to month or feelings about the month or season. (Reference: Hailstones and Halibut Bones; Adventures in Color, Mary O'Neill, Doubleday and Co., Inc., Garden City, New York.

5) Give each group a pre-determined piece of fabric. (Be liberal with size)

6) Encourage each group to work out spacing and numbering on a large sheet of butcher paper to insure correct numbering and help guide during the resist (to block dye) application. People have said that flour + water can be used as a resist with Inkodye brand dyes.

7) After cleaning the individual calendars, join them to make a complete calendar for the year to be hung in classroom. It will take up a lot of a wall, but will be worth it.

8) Uninvolved students might be included by having some of the responsibility for joining the squares together, even if it is only delivering it to home economics room and picking it up.

9) After the year is over, the calendar can be made into a large pillow for the room, or with some added border and quilting, a comforter for a tired teacher with fond memories.

WRITING BUSINESS LETTERS TO REAL PEOPLE

Materials: Paper and pens or typewriters.

Procedure:

1) When a student asks a question why some large company does a certain thing that needs a specific answer, encourage the student to write to that company, tell who he is and why he is writing. The letter will usually be answered and the student will realize he can get answers to his questions. A Yale, Oklahoma, seventh grader posed a question such as this to a filmstrip company he felt had made an error. The president of the company made a personal reply to the question and the terminology of the filmstrip in question was improved.

2) Other times, classroom related letters can be successfully written by students with a little guidance. Added prestige comes if an aide or the Typing II or office practice class will type it for the student to sign.

3) Finding the names of the people to write can pose a problem. Using Standard & Poor's Register of Corporations, Directors and Executives, you, as the teacher can either provide the name, or a lesson on references, depending on the individual student and the library resources available.

4) Remember, complain with a smile!!!

ADVERTISING!!!

Materials: Be sure to have tape recorder, blank tape, and stopwatch available for student use. If these materials are not available, the activity can be done using only a watch with a secondhand.

Procedure:

1) In order to draw attention to communication through advertising, have the class bring a list of five or more TV commercials they remember; especially like or dislike.

2) In class, discuss who these different ads are "aimed" toward, and how this can be determined. Examples of this would be the types and ages of people in the ad; the way they are dressed; type and tempo of music. Also, the method of selling should be discussed; hard sell, snob appeal, sex appeal, etc. Recordings of some examples of ads would be helpful at this point.

   A little research and awareness on the part of the teacher (inductive questions) makes this more meaningful and interesting for the class, perhaps bringing out geographic or ethnic differences which might slip by the students.

-continued-

(Advertising continued)

3) Follow-up assignment:

Each student is to write and record a 30 second radio spot for a teacher approved product of the student's choice. The recorded ad must fall within a 25 to 35 second time limit.

N O T E S:

INTRODUCTIONS

Materials: A class of students.

Procedure:

1) Divide class informally with half on one side of the room and half on the other.

2) Tell students to go tell one person on the other side something they like about or respect in that person.

3) Then have students introduce the person near by including the "like" in the introduction. Example: "Mark, this is Jean Walters, and the thing I like about her is that she is honest with me."

4) Appreciation comments can be used at this time.

5) This is particularly good for ending a week, before or after an assembly or when the class doesn't know each other well.

I'D LIKE TO GET TO KNOW YOU

Pantomime

Many times students have known each others names for years without really knowing the person. Teacher's are supposed to "know" people in their classes quickly. This activity can teach students to be receptive to new things about old friends and can create a quick introductory mind set for the teacher!

Materials: Index cards, colored markers, acting space, container for cards.

Procedure:

1) Write up a variety of individual and group pantomimes. For example:

   "You are ____ years old and arrive at Will Rogers Airport to board your plane only to find out it is thirty minutes late, and you must wait. By your pantomime you will show the incident above and the age you chose".

   "You are going to pick an object up off the floor and place it on the shelf above. We will try to guess the weight."

2) Make a comfortable introduction that includes remarks about not really "seeing" people we have known for a long time.

-continued-

(I'd Like to Get to Know You continued)

3) Then call for volunteers. Let them choose an activity, make them feel warm, game like in attitude.

4) Remind those watching to look for something they had not seen before.

5) Begin the patomime guessing. Be sure every student is in either an individual or group pantomime. Students that are more reluctant to perform may prefer to be in a group.

6) After everything is over have students to write about the person who surprised them with something unnoticed.

7) A class discussion about what is observed can be conducted.

N O T E S:

WORKERS IN THE CLASSROOM

Materials: Repairmen or renovators or visitors to the classroom.

Procedure:

For a few weeks, we had the "unfortunate" experience of some remodeling going on in the school during classes. Rather than fighting it, we worked with it. Whenever someone came in to do his part of the job, whether it was installing lights or measuring for paneling, we questioned him:

How much education is necessary for the job?

Where did you get your training?

Would you take different courses in high school knowing what you know now?

What skills do you need that you missed in school?

What beginning salary could I expect on this job? After one year, after five years?

Is a job license necessary?

Do you belong to a union? Do you have to?

Any visitor could be similarly interrogated.

This situation does not arrive often, but be prepared if it should. Discipline ceases to be a problem because watching the person work is more interesting, anyway, and the students can learn more about the working world.

Relax and enjoy it!

NOTARIZED CONTRACTS

Materials: Contract, interested person outside classroom, preferably a notary.

Procedure:

1) To emphasize importance of contracts and the contract system, draw in some outside person to help.

2) Many times school secretaries are interested in students and can be persuaded to witness the reading of a contract, and notarize the signatures.

3) This is a last resort type of motivation - do not overuse it.

Examples:

a. If I complete my homework assignments this week, I have earned time on Friday to work on a model airplane project.

Signed: _____

_____

b. I, Bobby Smith, will complete three units of long division by Friday, November 11, 197_. Then I may play Clue with Mrs. Schooley and Tom Jennings for one class period.

Signed: _____ (Student)

_____ (Teacher)

_____ (Notary)

Contributed by Susan Slifer

DITTO DECORATIONS

Materials: Ditto masters, drawing equipment.

Procedure:

1) Many students in the resource room are good artists. Some will be able to reproduce popular comic strips, while others can draw their own characters. Encourage these talents by having some characters drawn ahead on ditto masters in a variety of sizes, ready to tape on tests or worksheets to be duplicated.

2) Students should be encouraged to put their initials or marks at the edge of each work, so they can receive credit.

3) These could be offered to other teachers for their use as well. It has been good for promoting self-confidence with involved students. The sharing of these talents also helps to make a positive image for resource room students.

4) This has direct application for overhead transparencies.

N O T E S:

SPIRIT DOOR DECORATIONS

Materials: Pencils, art-gum erasers, butcher paper, a variety of felt markers, tape, graph paper, tempra paint.

Procedure:

1) Allow resource room students to work together to develop a spirit banner for the classroom door.

2) Every student is encouraged to submit sketches, ideas or slogans for the particular event.

3) Have the students move through a selection process to choose the design or designs to be combined for the door.

4) A scale drawing of the agreed design should be submitted for class (and perhaps teacher) approval. Spaces for approval signatures makes this more official.

5) Finally - begin the task of applying the design to the door-sized butcher paper in pencil, and finish with color.

6) For later door decorations, suggest to students that they vary the type of message - one of cartoon type characters is fine, the next might be more realistic, or depend on slogan for the point. Vary the lettering types as well.

 -continued-

(Spirit Door Decorations continued)

7) This is a good approach for getting resource room students involved in sports activities, holidays and also creating a positive image for them in the school.

N O T E S:

POSITIVE THOUGHT FOR THE DAY

Materials: 8 1/2 x 11 plain paper (white or pastel) a variety of colored felt pens, water color markers, several poster catalogues for ideas.

Procedure:

Posting a different student-made poster on the classroom door each day made the resource room door popular with many students, teachers, and school visitors.

1) Choose a particular student who can use some positive reinforcement and enjoys artistic type activities for this special task, or a student who needs to be able to better handle the responsibility of a daily task.

2) Give this student a standing assignment of a daily poster for the door. Make sure materials are in a specific place for the student's use, so he becomes responsible for getting the materials, (self-starting) making the poster, attaching it for display on the outside of the door, and putting materials away each day without any other prompting.

3) If marks "mysteriously" appear on these posters, make an acrylic envelope or some type of frame that the poster may be placed in without

 -continued-

(Positive Thought for the Day continued)

a great deal of difficulty. Perhaps a plastic theme cover would be a solution.

4) Offer only positive reinforcement to make this a "positive" activity.

TODAY I FEEL ...

Materials: A long narrow poster board, acrylic paints or magic markers, one-hole punch, enough five by five poster boards for each student, paper clip hooks.

Procedure:

1) Letter the title "Today I Feel..." in the top 1/5 of the large poster. Color a one inch wide band across the bottom of the poster.

2) Collect and arrange five to seven feeling statements and matching pictures along lower half of poster in a row. Song titles work well as do cartoon characters and their expressions.

3) Punch holes along the colored band at the bottom of the poster under each feeling with a one-hole punch.

4) Using the small poster boards, have each student design his own symbol with acrylics or magic markers. (Teachers make one too!) Cut out symbols and place on paper clip hooks.

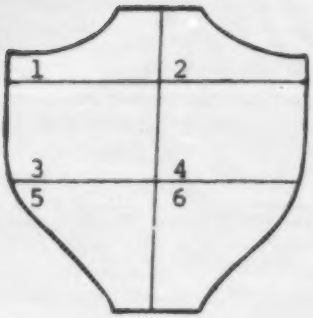
5) Each period the students and teachers can place their markers along the continuum. Non-verbally a classmate can show he needs a friend or to be left alone or that today he feels great.

(Today I Feel... continued)

N O T E S:

COAT OF ARMS

Materials: One shield for each student (see drawing), one set of questions such as:



1) What do you regard as your greatest personal achievement to date?

2) What do you regard as your family's greatest achievement?

3) What is the one thing that other people can do to make you happy?

4) What would you do if you had one year to live and were guaranteed success in whatever you attempted?

5) What do you regard as your own greatest personal failure to date?

6) What three things would you most like to be said of you if you died today? (words may be used here)

Procedure:

1) Have student answer each question by drawing, in the appropriate area on his coat of arms, a picture, design or symbol.

 -continued-

(Coat of Arms continued)

2) Students then share in small groups the drawing on their coat of arms, explaining the significance of the symbols. They may cover any drawing they would rather not share.

3) The teacher can invite the students to share more personal items privately.

4) Posting the coat of arms and holding a gallery walk is another alternative.

5) If the class trust level is high, discussion of how each student can use these ideas to understand and help other students can be encouraged.

N O T E S:

FALL-OUT SHELTER

Materials: Printed copies of the following procedure and a tape recorder.

Procedure:

Your group are members of a Department in Washington, D. C. that is in charge of experimental stations in the far outpost of civilization. Suddenly the Third World War breaks out and bombs begin dropping. Places all across the globe are being destroyed. People are heading for whatever fallout shelters are available. You receive a desperate call from one of your experimental stations, asking for help.

It seems there are ten people but there is only enough space, air, food and water in the shelter for six people for three months which is how long they estimate they can safely stay down there. They know if they try to make this decision, there may be fighting and irrational thinking.

You have to make the decision quickly as to which six people shall go into the shelter because you must also take shelter. You have 15 minutes to decide.

Remember it is very possible that the six persons you choose may be the only six people left to start the human race over

(Fall Out Shelter continued)

again. You must as a group make this decision, reach a consensus. Otherwise the nine people will be left to fight it out among themselves.

Here is all you know about the 10 people:

1. Bookkeeper - 31 years old, male
2. His wife - six months pregnant
3. Black militant - second year medical student
4. Famous historian - author - 42 years old
5. Hollywood starlette - singer, dancer
6. Bio-Chemist
7. Olympic athlete
8. Rabbi - 54 years old
9. College Co-ed
10. Policeman with gun (they cannot be separated)

Select a reporter from your group to give us your six choices and reasons at the end of the time for selection.

Contributed by Shirley Daney

Variation:

Assign each person a role. They must give reasons why they should be put into the shelter in place of another person.

(Fall-Out Shelter continued)

If you have a very small group, assign each person one role the first day - record the reasons. Assign new roles the second day. Record those reasons. Play back all reasons and have the group as a whole make the final decision. Everyone must agree.

N O T E S:

FOUR CORNERS CONTINUUM

Materials: Four pieces of poster board, colored markers, tape, values statements.

Procedure:

1) Make four signs, hang one for each corner of the room. The signs should read: "Approve", "Strongly Approve", "Disapprove", "Strongly Disapprove".

2) Write the discussion statement up where everyone can see it. Read it aloud.

3) Each person (teacher included) votes by moving to the corner of his choice. (The teacher should pause in voting and move only after most others have voted.)

Variation A:

If there is a very small group at any one voting station, they may begin by explaining why they felt as they did. All may interact in their turn but every view is accepted. Then a recall vote is taken after all discussion is finished.

-continued-

(Four Corners Continuum continued)

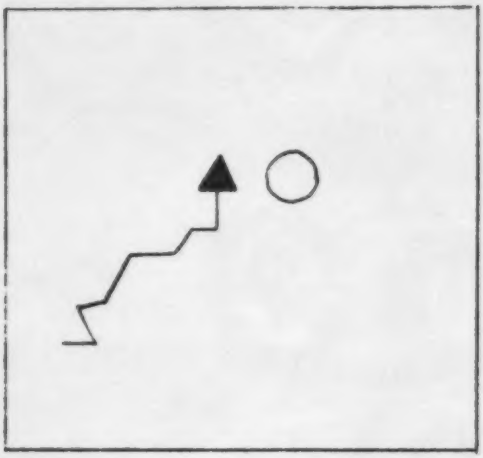
Variation B:

Each group meets, so individuals may explain their vote to the in group. Then one member from each group is chosen to negotiate in a mixed group of ideas. Their summaries are given and a revoting occurs.

NOTE:

Four Corners Continuum is an excellent activity to prepare the student for some of the self-concept tests, such as FIRO-B, FIRO-F, Tennessee Self-Concept, and Piers-Harris.

Do You Know What I Mean?



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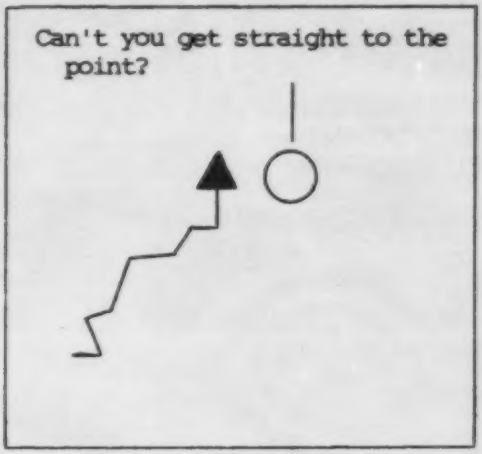
SHAPETOONS

Materials: Unlined paper, marking pens, one shapetoon sample (see drawing).



Procedure:

1) Tell students to make up situations in which shapes talk and react to others. Have the shapes suggest the feelings or actions of the message.

2) If students need some starters, suggest captions like: "Your're not so hot!", Why don't you settle down"; "They're a perfect couple", etc.

3) Afterward let students hold up drawing one by one, covering the caption. Then let the class try to think up a caption.

 -continued-

(Shapetoons continued)

4) Reverse step 3 showing only the caption and letting students draw matching shapetoons.

5) Display all on a bulletin board display.

N O T E S:

WHY SYMBOLS?

Material: Begin by introducing symbols.

Symbols are getting more attention today than a few years ago. One reason for the increased use of symbols is their usefulness in crossing language barriers. Another reason is efficiency -- being able to recognize in a glance what used to be several words. The standardization of traffic signs of the United States with the countries of Europe, Asia, USSR, Canada and Latin America is another example of this trend.

Symbols are many times a simple line drawing, or a logo developed from initials of the subject. Many religious symbols have been with us for centuries; zodiac symbols have been popularized, and other symbols are used nearly every day without our realizing their significance.

The whole reading and mathmetical process involves the use of symbols and their meaning.

Procedure:

1) In class guide students to design logos or western brands using their initials.

   Volkswagon is a good example .

-continued-

(Why Symbols? continued)

2) Direct the students to collect five or more symbols that they have seen or that they design. Give the least amount of information possible or give a wide variety of examples. Otherwise, you will end up with too many of the same designs all similar to your examples.

3) Later relate the similarity of some symbols to pictures, and discuss others which at first may not seem related such as railroad crossing crossbars.

N O T E S:

RECREATION SIGN LANGUAGE

FIRST AID

SWIMMING

INFORMATION

SAILBOATING

POWER BOATING

TUNNEL

CAMPFIRES

FISHING

CAMPGROUND

RESTROOMS

DRINKING WATER

PICNIC

FOOD

PLAY GROUND

LODGING

PARKING

BICYCLE TRAIL

SCRAMBLES

Materials: Scrambled words such as the words below:

(1) gmsu, (2) aemt, (3) tias,

(4) eimr, (5) efhls, (6) bdeeil,

(7) aeprs, (8) eimrst, (9) deirr,

(10) celru, (11) aelips, (12) eerstt,

(13) adeest, (14) adegnr,

(15) acerltt.

Procedure:

Have the students make as many words as possible from the letters following each number using all the letters each time.

Some sample answers are:

(1) mugs, gums, smug

(2) mate, meat, tame, team

(3) last, salt, slat

(4) mire, emir, rime

(5) flesh, shelf

(6) belied, edible

TRIPPLES READING

Materials: Commercial game by Aladdin* called Tripples, index cards cut in half, marking pens, vocabulary words.

Procedure:

1) There are eight directions in a Tripples game (see drawing). Make eight stacks of index cards and draw an arrow representing one of the Tripples directions on the back of each card in a particular stack until you have one stack marked for each direction. (Approximately 30 cards in a stack)

2) Print one reading word (or sentence, or phrase) on the back of each arrow card.

3) Students play Tripples by the regular rules except they must choose a card marked with their desired direction and read it before a move can be made. They may have three tries, one for each direction on their tile.

4) Math problems can be done the same way.

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* Aladdin Industries, Inc.
P. O. Box 10444, 703 Murfreesboro Road
Nashville, Tennessee 37210

GRAMMAR REVIEWS

Sometimes review of past learnings get pushed behind in the desire to move on. So once again these "trouble spots" in the English language such as "there, their, they're" wait in hiding to snag the students. Sometimes short, quick drills off and on during the week can give the needed practice.

Some drills are "creative" in that they are linked with expression of personality or experience. Questions such as "Where were you born?" if answered in a complete or near complete sentence show an application of two capitalization rules and two comma rules. (Some students quote rules they never use!)

Sample Questions

Procedure:

Answer with a complete sentence:

1) What is your favorite day of the week?

2) What is one of your favorite movies?

3) Quote something of interest you said today. Begin with the conversation tag, I said.

4) Write a sentence beginning "When I was ten years old (put a comma after old).

(Grammar Reviews continued)

Some less creative but fast drills involve combinations such as:

1) It's their home. Spell their.

2) I'm too tired. Spell too.

3) Spell all right, Think "all wrong".

4) Supply the missing letters, ath__tics, Begin___g now.

NEWSPAPER VOCABULARY

Materials: An area on the chalk board, colored chalk, newspapers, dictionary.

Procedure:

1) Have student read a specific type of article in the daily news: Feature, State, Local, World News, Sports, etc. Change type of article each week.

2) Have the student underline a word that is new to him, find the word in the dictionary and write a definition in his own words.

3) On the chalk board have the student write his word, definition and a complete sentence using the word and explain it to a teacher or classmate.

4) Each day that week have the student skim the newspaper for that word. Have him make a list of the ways the word is used.

5) Score bonus points if the student uses the word correctly in daily speech or in written assignments.

6) Don't let the activity last too long each day. Ten minutes is appropriate.

EXPANDA WORD

Materials: Make a list of words that contain a real word of three or more letters within the longer word.

Example: ad van ce

Then make up clues for identifying the long word.

Procedure:

1) Divide the class into 4 or 5 teams. (You may use individuals)

2) An M.C. (a teacher or student) provides the following information to the teams:

   The small word, the number of letters in the expanda word, and a short clue about what the large word is.

3) The game is played in rounds with each of the teams taking its turn trying to guess the remaining letters in the expanda word or attempting to guess its identity at any time.

4) This is valuable for spelling skills, root word identification, and letter sequences.

RHYMING WORDS

Materials: A list of descriptions like those below.

Procedure:

Have students give two rhyming words which will rename each statement. For example:

An obese rodent is a fat rat.

Some useful descriptions are:

		Possible Answer
1)	obese rodent	fat rat
2)	head robber	chief thief
3)	big tow boat	large barge
4)	prompt boy friend	ready steady
5)	dull god of love	stupid cupid
6)	chief road	main lane
7)	ridiculous rabbit	funny bunny
8)	wide weapon	broad sword
9)	lively firewater	frisky whiskey
10)	comical animal	funny bunny

This activity can be given to individuals or teams but is often more fun when only one description is given a day. Each student then writes his answer on a strip of paper and leaves it with his teacher. All the answers which work are displayed the next day along with the new description.

SPACELESS SENTENCES

Materials: Print or type sentences from the day's reading using no spaces between words but including final punctuation.

Procedure:

1) Have student's divide the letter line into separate words using slash marks. (/)

2) Have students rewrite the sentence with proper spacing.

3) Have students read aloud rewritten sentences.

4) Once the student has rewritten the sentences, any number of activities can be called for such as circling the consonant blends or underlining the key words, etc.

5) If a clear plastic sheet is placed over the sentences, they can be reused, or they can be duplicated.

CRAZY SENTENCE FLIP

This activity covers simple word recognition skills, sentence making, oral reading, creativity and fun.

Materials: One sheet of colored poster board, unlined index cards cut into fourths, colored markers, tape, crazy sentences.

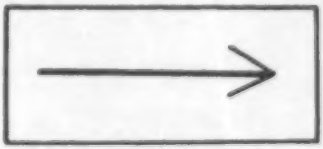
Procedure:

1) Design sentences which will follow the patterns shown on the next page.

(see following page)

2) Write each phrase on a separate card. Number the back of each card according to its order in the sentence (1-6). Then make one card with a large arrow pointing right.

Example:



-continued-

(Crazy Sentence Flip continued)

Procedure #1

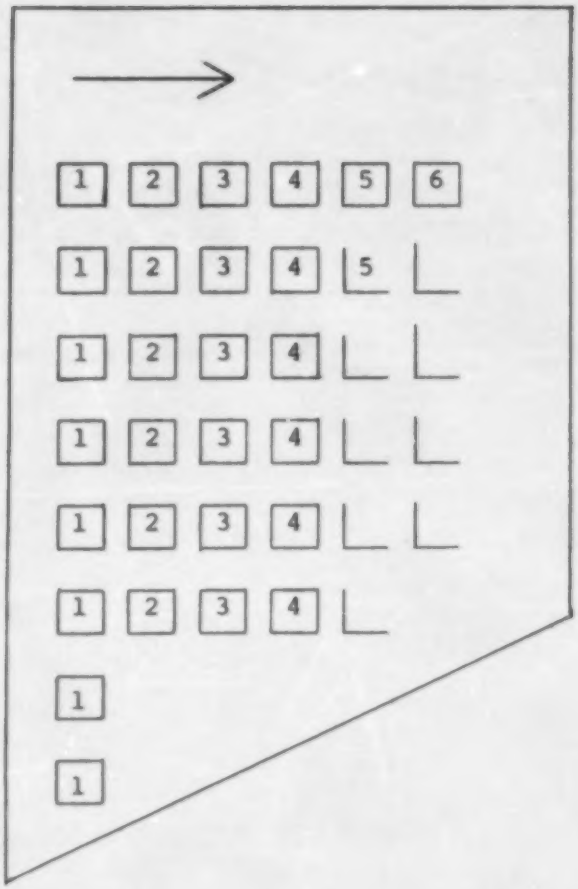
1	2	3	4	*@!!*# 5	6
Complete subject	was + participle	preposi-tional phrase	when plus	who +	ending
1	2	3	4	5	6
The motor-cycle cop	was writing a ticket	in the middle of winter	when he met a tall lady in red	who pushed him off the bridge	where all his friends yelled sur-prise
A kid named Harry	was snooping	at the church	when the devil came by	who took him to China	and disap-peared in a puff of smoke
A Freshman	was doing a wheelie	on a bike	when he met a dog	who took him to lunch	where he ate apple pie

This can be done by students or the teacher. Watch out for column #5. This column does not always work out exactly, but that makes the challenge.

(Crazy Sentence Flip continued)

3) Arrange cards in six vertical columns on the poster board. Place arrow above the first card column.

Example:

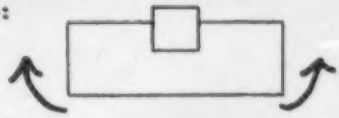


 -continued-

(Crazy Sentence Flip continued)

4) Attach cards using tape to form a hinge as in diagram.

Example:



5) Let student flip up cards in each numbered column in numerical order.

6) Read crazy sentence and aim for smoothness.

GOOFY SENTENCES

Materials: Short straight forward sentences (no capital letters) cut into individual words.

Procedure:

1) Tell the student how many words are in your sentence.

2) Show the student one word from your sentence.

3) Ask him to write down what he thinks your sentence is.

4) Give him a second word and have him write another sentence.

5) Give all words one at a time, having him revise his sentence as he goes.

6) He may get your sentence!!

UNDERSTANDING AND USING WORD PARTS

Materials: Ditto masters, chalkboard or overhead projector.

Many words in our English language have their origin in another language and have been built or combined with other word parts to come to their current meanings. These words can be more easily understood when we are aware of the literal meanings of the word parts. Awareness of word part meanings can be useful in determining the meaning of unfamiliar words, as well as a tool in taking tests, especially science tests.

Procedure:

Use the following activities to help your students become more familiar with the construction and literal meanings of some of our everyday words. A list of selected word parts and examples follows on page 54 .

1) Present the students with a limited list of word parts and a list of words containing the word parts. Have the student circle each word part. (a fun activity)

2) Introduce the literal meanings of five to ten word parts. Discuss these meanings and exchange examples of other words that include these word parts. Point out that some word parts are words by themselves as well.

-continued-

(Understanding and Using Word Parts continued)

3) Continue introducing literal meanings of word parts as the class seems to grasp them.

4) To provide review, have the students take the word apart, listing word parts and their meanings.

5) Have students experiment with these word parts and come up with words of their own.

HINT:

Word parts activities can be overwhelming to the student if presented too fast or in large quantities. Perhaps this activity would be best used as a challenge-review at the end of the hour, several times a week. The emphasis could be placed on the usefulness of this knowledge rather than a grade. Rewards for recognizing word parts in words and bringing them to the attention of the class is good.

-continued-

(Understanding and Using Word Parts continued)

WORD PARTS: MEANINGS

able; ible: able to
auto: self, same
bi: two
bio: life
cent, centi: hundredth hundred
cide: killer, slayer
cycle: circle
Dec; Deca; Dek: ten
duc; duct: lead, bring
ex: out, out of, from
graph; gram: something written or drawn or recorded
gress: step
in: into, not
ism: action, act of
logy; alogy: study of
mobile: able to move
phon; phono: sound, voice
photo: light
paly: many
port: carry
quad: four
re: back, again
script: write
tel; tele: from a distance
trans: across, over, through
tri: three
uni: one single
vid; vis: see
viv; vit; vive: live

RAINBOW CARDS

Materials: About 200 3 x 5 cards, 3 small boxes, a variety of colored markers.

Procedure:

1) Determine the affixes to be worked with.

   Suggested prefixes: dis-, un-, re-, en-, in-;

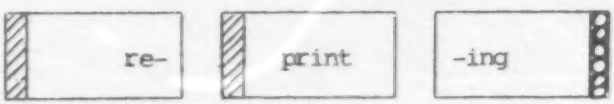
   suffixes: -y, -ness, -ful, -less, -ment, -ly, -ing, -able, -er (meaning to compare)

2) Choose common base words to go with each master suffix and prefix.

   A list to get you started is provided on the last page of this article.

3) Begin recording each affix group of words on separate index cards, one affix or base word per card. (See diagram 1 for word placement.) Be sure to keep each group of words and their master affix card together to be color coded.

Fig. 1

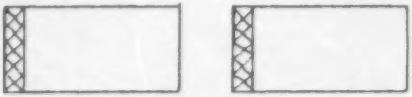


 -continued-

(Rainbow Cards continued)

4) Assign each affix and its corresponding base words the same color. Each affix and its base words will have their own color. Color code stacks of prefix cards by running a band of the assigned color down the left edge of the prefix card and each corresponding base word card.

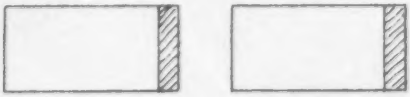
Fig. 2



Prefix Base word

5) Code the stacks of suffix cards by running a band of color down the RIGHT side of suffix cards and matching base cards.

Fig. 3



6) Some base words will take several affixes. Mark those base cards to color code with alternatives by placing additional color bands on appropriate part of card. (Different colors are noted by different symbols in the following diagram.)

Fig. 4

85 continued-

(Rainbow Cards continued)

The base word in figure 4 will take a prefix with band , or either the suffix or some of the base words that will take more than one affix are:

print, able, courage, ability, hard, agree, honor, comfort, charge, connect, place, court, and appear.

7) All prefix cards go in one small box, all suffix cards in a second and the base words in the third.

8) Students draw an affix card, then draw from the base word box until a match is made. When the match is made, the student receives one point. Two points are awarded for correct use of the word in a complete sentence. A second point is received for verbal recall.

9) This can be done individually or as a group activity. Students can have individual growth charts to chart progress, or teams can be formed for competition.

Variation:

Color codes can be put on the reverse side, in order for the student to make a decision of whether the match is correct before turning it over to check.

-continued-

(Rainbow Cards continued)

-ment	-ly	-ful	-y
agree	brave	play	sleep
place	late	help	hand
appoint	most	harm	milk
disagree	even	hope	trick
enslave	time	thought	need
apart	man	right	cloud
	name	thank	salt
			thirst

-able			
understand	-ing	re-	
enforce	paint	view	in-
comfort	pour	new	land
honor	play	turn	correct
agree	mark	visit	accurate
print	ask	action	direct
	walk	fill	born
	storm	build	complete
en-	hunt		side
joy			door
danger			
close	est/er (to compare)		
force	soon		dis-
slave	poor	un-	charge
	sad	afraid	please
	tall	tie	own
er (one who)	slow	pack	honest
drive	white	true	obey
ranch	black	cover	regard
swim	hard	safe	trust
roof		employment	advantage
dance		happy	like
truck		fair	approve
read		usual	mount
farm		equal	able
joke		lock	honor
box		kind	comfort
paint		lucky	agree
		used	

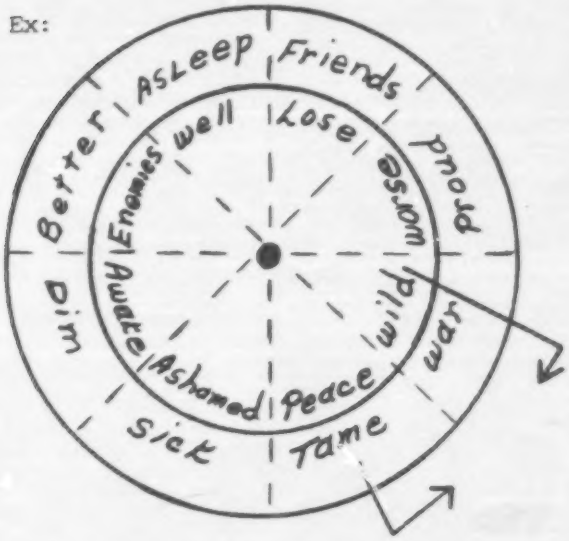
SPINNING WHEELS

Materials: Two pieces of different colored construction paper, 1 brad, marking pen, a list of antonyms, synonyms or compound words.

Procedure:

1) Make one spinner per activity by cutting one large circle about 6 inches in diameter and one circle about 4 inches in diameter. Brad together in the center.

Ex:



2) Write antonym, synonym or compound pairs on the wheel as in diagram.

-continued-

(Spinning Wheels continued)

3) Spin the wheel to match words.

4) Make a list of all the word pairs possible.

5) This activity can also involve the matching of equivalent fractions.

N O T E S:

ANTONYM/SYNONYM RUMMY

Materials: A stack of index cards, markers, pairs of antonyms. This can also be done with synonyms or words and definitions.

Example: Antonyms: tall/short
complicated/simplified
external/internal

Synonyms: small/little
external/overt
simple/easy

Words and Definitions:

rectangle - a quadrilateral with four sides.

set - a collection or group of objects.

rotation - motion in which a figure is turned about a fixed point.

For each pair, put one word on one card and its matching antonym (synonym or definition) on the other.

Procedure:

1) Make up about 50 cards (25 pairs).

2) Deal each student 5 cards.

3) In turn let the students match any two cards that are antonyms (or synonyms

(Antonym/Synonym Rummy continued)

or word definitions). To keep the antonym (or synonym) match, they must be able to pronounce and define the words.

4) After a match is made, the student draws enough cards to make up five in the hand.

5) If another match is made the student repeats the procedure. If not, the first student asks the next student if he or she has a match for a particular antonym (synonym or definition).

6) If not, the next student gets his turn and so on.

A variation in this activity is the card game of Authors by the Western Publishing Co., Inc., Racine, Wisconsin 53404

Contributed by Rhonda A. Hays

NEWSPAPER DOMINOS

Materials: Collect several one-picture cartoons (Marmaduke, Dennis the Menace, Girls, etc.) with captions from the daily newspapers, construction paper cut 4 x 5 1/2, glue, clear contact paper (optional).

Procedure:

1) Separate the captions from the cartoon pictures being careful to keep captions in order. To make dominos, paste a cartoon on one-half of the construction paper and a non-matching caption on the other half. Continue until all dominos are made. Then, following manufacturers directions, coat both sides of domino with clear contact paper to prolong use.

2) Pass out dominos face down.

3) Give each student time to look at and read his dominos.

4) Place one domino face up on the table.

5) The student who has a domino with a picture to match the caption places his domino with the picture side - slightly overlapping the caption domino and reads the caption.

6) Continue until all dominos are gone.

-continued-

(Newspaper Dominos continued)

7) If only a few dominos are available, work the game into a relay where each team member has one domino and each team has a beginning card. The first team through wins.

N O T E S:

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THE WORD TRIAL

Materials: Pens, paper slips, 8" x 2". A list of words which no student will be familiar with and one desk dictionary.

Procedure:

1) Print word on the board and pronounce it.

2) One person is to look the word up in the dictionary and write down the correct definition of the word.

3) All others (teams or individuals) must come up with fictional definitions that sound as much like a dictionary as possible.

4) After all teams (individuals) have written their definitions, the teacher mixes up the order and reads them aloud.

5) Each person (team) gets one vote for the definition they feel is correct. (The dictionary person may not vote nor may a person vote for his own definition.)

6) There are 3 ways to score points:

   (a) By guessing the right definition.

   (b) By fooling others into selecting your definition.

 -continued-

(The Word Trial continued)

(c) By (dictionary person) fooling people into selecting false definitions.

This game is especially effective for introducing vocabulary words.

N O T E S:

DO YOU HEAR WHAT I HEAR?

Materials: Rhymes, ranging in difficulty from easy and familiar to new and difficult.

Procedure:

1) Read the rhyme to the student and see if he can repeat it, then tell what it means.

2) Pick out any new words and discuss their meaning within the rhyme.

3) Have students read rhymes to each other or form teams and proceed as above.

4) Work poetry into the activity, beginning with regular metric styles and obvious content.

N O T E S:

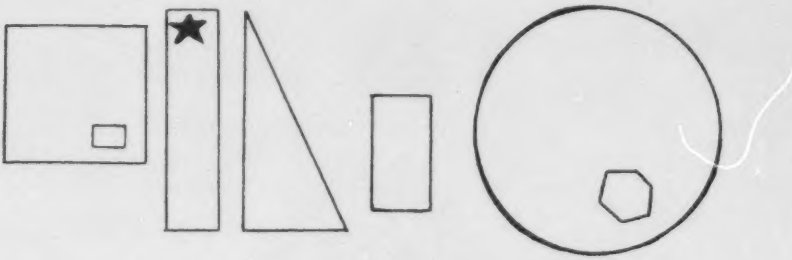
Contributed by Rhonda A. Hays

COMMUNICATION SKILLS

Materials: One large piece of poster board, magic markers, ruler, scissors.

Procedure:

1) Make two identical sets of 5 different geometric figures:



2) Mark various figures with a symbol to help with descriptions.

3) Have two students sit with their backs to each other.

4) One student will make a design with his geometric pieces and verbally describe it to the other student.

5) The second student, using only the verbal directions, tries to duplicate the design.

6) After description and construction are complete, compare to see how similar the designs are.

-continued-

(Communication Skills continued)

7) Have student discuss and correct any errors.

Comment: Any shapes may be used or any items such as a domino, ball, jack, etc.

N O T E S:

PASSWORD

Materials: Vocabulary or subject matter related words.

Procedure:

1) Divide students into two teams.

2) Have each team select a word.

3) Using one word clues, facial clues, or hand gestures, have the team try to clue in the other team to guess.

N O T E S:

Contributed by Rhonda A. Hays

THE PSYCHOLOGIST

Materials: Students and name cards

Procedure:

1) This activity involves students assuming the roles of book characters who have been brought together for an encounter session. This is good for language development, comprehension, characterization and valuing.

2) A few days before the activity, choose a student who is not overly opinionated to be your psychologist. Give him some basic group process skills such as keeping discussions rolling by moving the group from topic to topic, calling out the shy person, etc. Also give him a few discussion questions. These questions may be as probing or as controversial as class trust will allow.

   For example, if the characters of Mr. & Mrs. Bo Jo Jones and from Joy in the Morning and from Little Women were in an encounter group questions on abortion, teenage marriages, etc., could be dealt with.

3) Have students pretend to be one character from their book. They must respond only as that character would, not as they themselves would.

 -continued-

(The Psychologist continued)

4) Have people make name cards so other group members know who they are. (You probably could be in the first group as a character. The modeling would help, but don't be a teacher!)

5) Throw questions out for discussion. (Current issues are always good) If the questions are good the discussion will bloom.

6) Students may add questions they want to discuss.

7) If your students have not had group encounter sessions, perhaps using the characters of a popular TV show would ease them into this activity.

N O T E S:

THE WORD ARTIST

Materials: Ditto master copies, chalk, chalkboard, students.

Procedure:

1) Print in large letters on the chalkboard some very simple sentence; The flower grows; The Dog Barks; etc.

2) Pass out ditto sheets with the same sentence printed at the top of the page.

3) Ask various students what kind of flower they see (you will get several kinds). Have the class choose one flower type to be substituted.

4) Ask students, "What color is our flower?" Is it a bud or fully open? After responses add to sentence which probably has changed as in the example below:

   The flower grows.
   The daisy grows.
   The yellow and brown daisy grows.
   The yellow and brown daisy bud grows.

5) Now ask questions about how or where the flower grows. Your sentence could become "The yellow and brown daisy bud grows slowly in the shade".

6) Discuss the different pictures the students saw when the simple sentence was displayed and how much more specific the picture is now.

(The Word Artist continued)

7) The writer's job is to paint word pictures. Have each student write his own simple sentence on the back of the ditto paper. Stress this exercise is for fun so let imaginations run free. Then ask for the following things to be added to the new basic sentences.

   a) a number
   b) a color
   c) a time of year
   d) a place
   e) a speed
   f) etc.

8) Read some sentences randomly. Some may look like this; 2,007 black and white cats with spring fever climbed slowly up the garbage cans in our back alley.

Variation: Talk a little about sensory language. Have students add a smell, taste, texture, etc., to their sentence.

ALPHABET STORY

Materials: Paper, pencil plus alot of imagination.

Procedure:

1) Tell the student to write a story, but there's a catch! The first word of each line must begin with a different letter of the alphabet in order.

Example:

A mean witch named Mary joined the ghostly crew.

"Bet you I can do more magic than you", she screeched.

Carlos, the oldest ghost, called for his assistant.

Downing his glass of oil and grabbing Carlos' equipment, the assistant raced to the magic contest.

Equipment was strewn everywhere by the two magic competitors.

Hint:

You may want the students to skip some letters such as 'Q'.

A VARIETY OF NEWSPAPER COMIC ACTIVITIES

I. Puzzle Page

Materials: Poster board, 1 whole page of comics, glue, clear contact paper.

Procedure:

1) Glue or dry mount full sheet of comics to the poster board. Laminate with clear contact paper.

2) Cut into irregular puzzle pieces.

3) Mix-up and place in an envelope to store.

4) Hand student an envelope and let him put the puzzle together. He will enjoy the puzzle and will probably read the whole page.

II. The Next Episode

Materials: Continuous story cartoons like Steve Canyon, Li'l Abner, Mary Worth, Dondi, etc.

Procedure:

1) Many of your students read serials in the newspaper. Have them write the next episode. If they are artistic, have them draw some strips.

 -continued-

(A Variety of Newspaper Comic Activities continued)

III. Extra! Extra!

Materials: Daily newspaper comic page.

Procedure:

1) Students read their favorite comic strip.

2) Using the story line, they then write a news article.

N O T E S:

CINQUAINS

Materials: Pencils and imagination

Directions:

1) Write fun verses on any subject by following this pattern:

   First Line: one word title
   Second Line: two word description of title
   Third Line: three word action description of the title
   Fourth Line: four words expressing a feeling about title
   Fifth Line: a one word synonym.

2) Encourage, don't push. Your students may surprise you -- mine did.

   Examples:

   Skoal
   Wintergreen flavored
   Dipping, chewing, spitting
   Tastes good, chews long
   Dipping

   Harry

   Rain
   Wet ground
   Falling from sky
   Flowers rising from Earth
   Spring

   Eddie

-continued-

(Cinquains continued)

3) Use pictures to stimulate ideas for subjects.

4) Cinquains make a good lead into writing limericks.

Reference: The Writing Center, Winston Press,
25 Groveland Terrace
Minneapolis, Minn. 55403

N O T E S:

(The Story Can continued)

Tell about a time when you felt you were being left out of a group.

How did you celebrate your last five birthdays?

Are you more like a mountain or a valley? Why?

Have you ever witnessed racial conflict? Explain.

6) Students draw a story starter and write or tape record their story. Collect all of their work into the Story Can Journal for an end of the year fun activity.

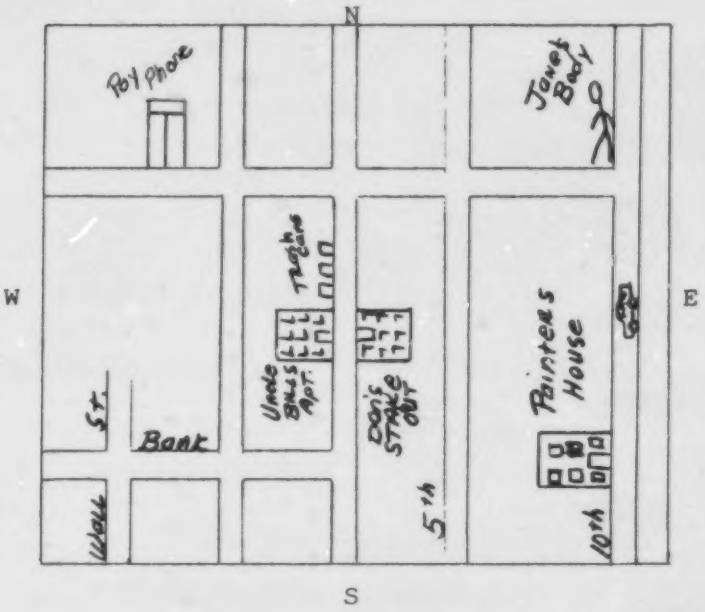
N O T E S:

STORY MAP

Materials: Heavy white drawing paper, marking pens, pencil, set of action statements.

Procedure:

1) The student's first task will be to create a map of the setting (or action spots) of a story or novel. Remember to mark the map directionally (N., S. E. & W.). The map below is based on An Action Library story "Mystery of the Crying Child".



(Story Map continued)

2) The simultaneous teacher task is to make up a sequential list of action statements or questions based on the story.

Examples:

a. Jane was cleaning her last apartment when she heard a baby crying in an unrented apartment. Put a star on top of the apartment building. ★

b. Jane and Uncle Bill later investigated and discovered red shorts and a teddy bear in the boiler room. Put red shorts near the apartment.

c. After work the next day Jane decided to follow the painters truck. Using a colored marker trace her route on the map.

d. Uncle Bill told Jane a policeman found her on E. 10th unconscious. Draw a line from the painters house to the spot where Jane was found; then back to the apartment.

e. Jane's first message from the kidnapper was found in the empty apartment. Put an 'X' there.

 -continued-

(Story Map continued)

f. Mr. Barnes the building owner was very interested in Jane's story and retraced all the places Jane had gone. At the trash cans they found another note. Circle the trash cans.

g. The ransom note told them to go to the painters building and wait for a white truck. Circle the white truck.

h. The second ransom note told Jane to go to Wall street and bank. Draw her route.

i. Don hid to watch who came in and who went out of the apartment while Jane went for the final note. Find his look-out and circle it.

j. The scarf, newspaper and timing led Jane to discover where the kidnapper lived. Draw a diamond around the building where the kidnapper was captured.

3) A variation would be a question and a command.

Ex: (d) Jane awoke at Uncle Bill's. Where had the policeman found her? Draw a line from the painters house to the spot where Jane was found.

(Story Map continued)

4) The student receives a ditto copy of his map and the questions. He follows directions with colored markers.

N O T E S:

ENTERING CONTESTS

Materials: Newspapers, various publication.

Procedure:

1) Many publications sponsor different types of contests throughout the year. Resource room students seem to enjoy responding to these challenges.

2) Football contests in one of our state papers are entered weekly by some students. They have to choose a team to win (or tie) each game, estimate the score, add the total points for each set of teams (home or visitor). This is for the tie breaker, but each contest will probably have a different method.

3) The football contests therefore included decision making, filling out forms, math, and a chance to run a free errand by taking it to the school secretary to be mailed.

4) This activity also stimulates reading the sports page.

5) Many comic sections of Sunday papers have contests which students enjoy entering when given some direction and encouragement.

 -continued-

(Entering Contests continued)

NOTE: Lack of winning has not been a problem, they seem more involved in the process of entering.

Checking to see how many games were predicted right this week can be turned into fractions and percentage lessons very easily.

N O T E S:

WRITING LETTERS TO PROFESSIONAL ATHLETES

Materials: Paper, envelopes, postage

Procedure:

1) Write to the public relations department of selected professional teams requesting a packet of complimentary materials for display in your classroom.

2) After developing a display, offer to help your students write to an athlete.

3) Realizing the really well-known players (quarterbacks, pitchers, etc.) will receive hundreds of letters, the students should be guided to write to some of the lesser known players.

NOTE:

Appeal to any professional player who attended your alma mater, or comes from your home town, or that you might have met at some time. My experience has shown that they have been quite willing to help, and anxious to get the fans.

A directory of the National Football League's addresses follow:

AMERICAN FOOTBALL CONFERENCE

Baltimore Colts
Executive Plaza III
Hunt Valley, Maryland 21031

Buffalo Bills
One Bill's Drive
Orchard Park, New York 14127

Cincinnati Bengals
200 Riverfront Stadium
Cincinnati, Ohio 45202

Cleveland Browns
Tower B
Cleveland Stadium
Cleveland, Ohio 44114

Denver Broncos
5700 Logan Street
Denver, Colorado 80216

Houston Oilers
6910 Fannia
Houston, Texas 77025

Kansas City Chiefs
One Arrowhead Drive
Arrowhead Stadium
Kansas City, Missouri 64129

Miami Dolphins
330 Biscayne Boulevard
Miami, Florida 33132

-continued-

(American Football Conference continued)

New England Patriots
Schaefer Stadium
Route 1
Foxboro, Massachusetts 02035

New York Jets
598 Madison Avenue
New York, New York 10022

Oakland Raiders
7811 Oakport Street
Oakland, California 94621

Pittsburgh Steelers
Three Rivers Stadium
300 Stadium Circle
Pittsburgh, Pennsylvania 15212

San Diego Chargers
San Diego Stadium
9449 Friars Road
San Diego, California 92120

Tampa Bay Buccaneers
One Buccaneer Place
Tampa, Florida 33607

NATIONAL FOOTBALL CONFERENCE

Atlanta Falcons
Atlanta Stadium
520 Capitol Avenue S.W.
Atlanta, Georgia 30312

Chicago Bears
55 E. Jackson Street
Chicago, Illinois 60604

Dallas Cowboys
Expressway Tower Building
6116 North Central Expressway
Dallas, Texas 75206

Detroit Lions
1200 Featherstone Road
Pontiac, Michigan 48057

Green Bay Packers
1265 Lombardi Avenue
Green Bay, Wisconsin 54303

Los Angeles Rams
10271 West Pico Boulevard
Los Angeles, California 90064

Minnesota Vikings
7110 France Avenue South
Edina, Minnesota 55435

New Orleans Saints
944 St. Charles Avenue
New Orleans, Louisiana 70130

-continued-

(National Football Conference continued)

New York Giants
15 Columbus Circle
New York, New York 10023

Philadelphia Eagles
Veterans Stadium
Borad Street and Pattison Avenue
Philadelphia, Pennsylvania 19148

St. Louis Cardinals
200 Stadium Plaza
St. Louis, Missouri 63102

San Francisco 49ers
1255 Post Street, Suite 300
San Francisco, California 94109

Seattle Seahawks
1200 Westlake Avenue North
Seattle, Washington 98108

Washington Redskins
Post Office Box 17247
Dulles International Airport
Washington, D. C. 20041

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WRITING CLASSIFIED ADS

Materials: Classified ad forms from a shopper type newspaper, or the duplicated form on the following page.

Directions:

1) Assign the students to write a classified ad for something they have to sell. If they have nothing to part with, they may create something they might sell. (Items they no longer use or an excess number of puppies, garden vegetables, etc.)

2) Emphasize that extra words should be left out, and that complete sentences are not always necessary.

3) Help your students count the words and figure the cost. A little local research perhaps (by the students) can help here -- the cost at the local paper, the state paper and a local shopper. If you wish, use the rates provided on the example.

   Hints for counting words:

   1. Telephone number = one word
   2. House number = one word, street = one word.
   3. Numbers = one word (5 kittens)
   4. Hyphenated words = one word

-continued-

(Writing Classified Ads continued)

5. Figure cost for the two types of papers.

6. Which is the better buy for your ad, 16¢ a word or $1.50 minimum for up to 20 words?

N O T E S:

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(Writing Classified Ads continued)

THE WEEKLY SHOPPER

CLASSIFIED AD RATES

1-20 words—$1.50 per ad 21-30 words—$2.25 per ad

31-40 words—$3.00 per ad 41-50 words—$3.75 per ad

50 word limit on all **Classified Ads**

hyphonated words & phone numbers count as one word.

PLEASE PRINT OR TYPE

CROSSWORD PUZZLE STORIES

Materials: Make up crossword puzzles based on definitions of words used in stories or on questions with one word answers from the stories.

Procedure:

1) Have each student read a story and then try to complete the crossword puzzle. Be sure to begin easy in order to guarantee success.

2) Students can also work in pairs, teams, or participate as a whole class.

3) Have one student (or pair or team of students) make up a crossword puzzle for a story to be read by another student(s).

N O T E S:

Contributed by Rhonda A. Hays

CREATING PUZZLES

Materials: Notebook paper, periodicals in subject area of proposed puzzle, duplicating masters.

Procedure:

This is the description of the development of a project by a puzzle-whiz of a student and his teacher.

1) The best way to prepare students for making their own puzzles is to let them work many of the same type of puzzles to become familiar with the form. As crosswords can be difficult to build, begin by working and building find and fit type puzzles. (An example of this puzzle follows.)

2) Have the student choose an area of interest and collect all associated words possible. These words should be of varied lengths. Periodicals have been a good source for seasonal puzzles as well as specific areas like motorcycles or horses.

3) The student should begin to design the puzzle by beginning with two of the longest words, one vertical, one horizontal, intersecting each other. Next weave as many other words as possible into the two base words, taking care to fit them both horizontally

-continued-

and vertically. (Tip: To achieve a suitable grid, place two sheets of notebook paper at right angles and use the resulting squares. This keeps the grid straight and regulates spacing.)

4) After the puzzle has been created, have a copy made of the original. Let the author choose another student to work the puzzle and hopefully spot any flaws in it.

5) Make any necessary corrections, copy the revised edition, and have someone work this revised puzzle.

6) If all errors have been worked out, have the author put his puzzle on ditto masters. If he traces the grid, have him use a ruler and pencil or pen of different color to help know what has been traced, in case he gets interrupted. Be careful to fasten the rough draft to the master securely. Encourage the author to put his name on the master for recognition.

7) List the words used in the puzzle according to the number of letters in each word. Arrange on the same page as the grid, if possible, otherwise, list them on a separate sheet.

8) At this point, a successful side activity used was to send the author of the puzzle to some of the regular teachers to show his creation and "sell" the

-continued-

teachers on using this puzzle in their classes. (Let the teacher know he'll be coming and why.) Teachers appreciate these near holidays or to use at end of tests or other free time.

9) Have the student/author be responsible for:

a. Recording the number of puzzles each teacher wants.

b. Seeing it is duplicated,

c. counting, stapling the papers and;

d. delivering the finished product to the various teachers.

 -continued-

(Creating Puzzles continued)

3	4	5	6
bay	vice	shoes	riding
nag	trot	Zebra	ribbon
hay	rope	reins	nicker
hat	show	sugar	stable
cue	pony	Pinto	
dun	mare	event	
	salt	spurs	
	mule		

7	8	9
unsound	stampede	red ribbon
shelter	railwork	saddlebag
	obstacle	exerciser
		Appoloosa

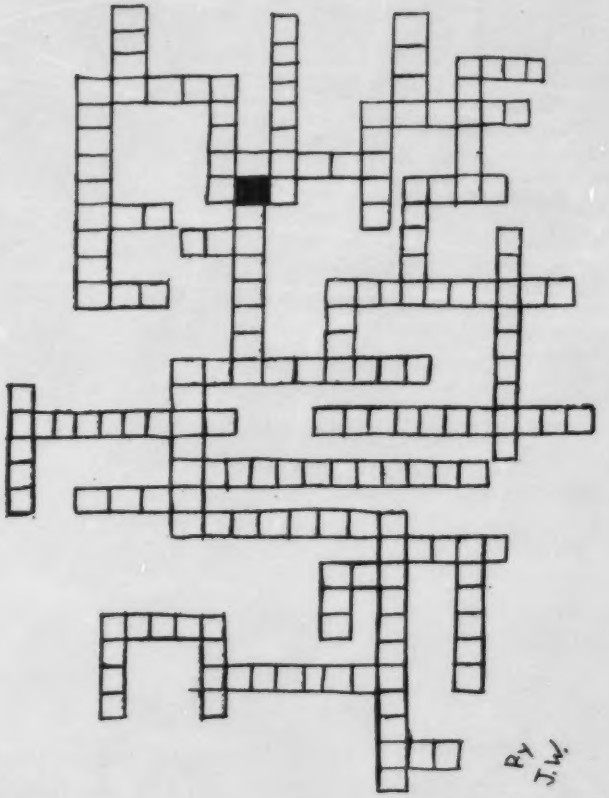
10	11
mesohippus	keyhole race
	showmanship

12
thoroughbred

Reference used to collect words: Horses Pix Dix, by Ruth and Ed Radlauer (Bowmar)

(Creating Puzzles continued)

The following puzzle is an example created by one student.



MAKE-A-GAME

Show-A-Concept

Design a game to substitute for a test in regular classes! Talk to the regular classroom teacher, then have the student who produced the game "sell" the regular teacher on it.

Materials: A modern story novel read by a student, poster board, paint, marking pens, cigar boxes, time!

Procedure:

Just encourage. This is a student production. Give the students the following instructions:

1) Create a board game based on your novel. Begin by making a game board decorated with settings from the novel and with places to designate spaces to move.

2) Create game cards which relate to the story and direct a move forward or backward or to a designated area on the board. Following are some sample instructions:

From Where the Red Fern Grows - Old Dan gets his ear cut open by a coon. Go back two spaces.

From The Outsiders - You are a member of the teenage gang called "SOC" and are caught breaking into the

 -continued-

(Make-A-Game continued)

drug store but your father knows the owner.
Move ahead 3 spaces.

3) You may also use dice or money.

4) Put all game pieces in a decorated cigar box.

5) Put rules for the game inside the top lid of the box.

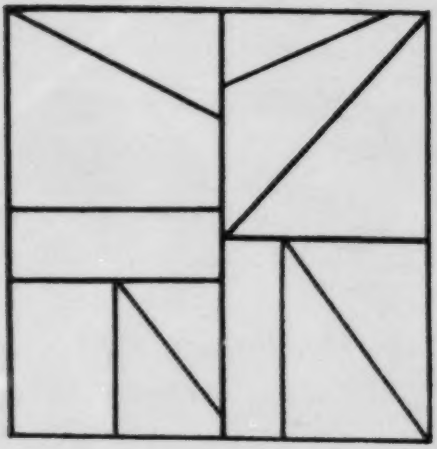
Variation:

Similar game boards can be designed for a variety of subjects: reading, mathematics, history, and science.

N O T E S:

Contributed by Vicki Hackett

Extraordinary Ordinaries



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THE GUSHER

A Vocabulary - Fact Game

Materials: Standard pieces of poster board, compass, colored markers, vocabulary list based on subject area (science, math, history, etc.)

Procedure:

1) Create a twisting path of circles across the poster board. Make nine more circles than you have vocabulary terms.

2) Label the first circle as "Start" and the last as "Gusher". Randomly place the following directions throughout the path.

   a) Dry hole Go back to Start.

   b) Natural Gas well move ahead 3 spaces.

   c) Ice storm - work stopped miss one turn.

   d) Dry hole Go back to Start

   e) Drill bit broken - wait for repairs one turn.

   f) Well capped take an extra turn.

   g) EPAC Report Due lose one turn.

3) Decorate the board to fit Energy Theme (or whatever theme you are using).

-continued-

(The Gusher continued)

4) Put one vocabulary word in each circle.

5) Make markers by printing the childs' name vertically to form an oil well rigging.

6) Use a spinner or dice to designate moves.

7) The first day: The player spins and moves to the circle indicated. He then reads the word. If he is correct, he may stay if not he must go back to his last circle. The next person plays. The winner is the one to finish first.

8) The second day the player must either define, give an example or explain the word to earn the space.

This is very helpful for matching test reviews and reviewing new vocabulary terms.

THE ANSWER MACHINE

This is based on television's Jeopardy and is great for learning new information as well as reviewing old information.

Materials: Index cards and envelopes.

Procedures:

1) Make category envelopes by writing the category on the back of an envelope and tacking each envelope to a bulletin board.

2) Make 6 index answer cards per category to fill envelopes. Make each card with the number of points earned for that answer.

3) A person (or team) selects the first category.

4) The answer is read and a question must be given to match the answer.

5) If the question is correct, the card is handed to the contestant, and he continues his turn until he misses. Then a new player begins.

6) Scoring: The guessing player receives the points on each card. If the student misses, he must deduct that card's points from score. The high point person or team wins.

DEFINITION QUIZMO

Materials: Bingo boards with 25 squares each and markers to cover each square. On each board write 25 vocabulary words at an appropriate student level. On separate cards, write the compatible definitions.

Procedure:

1) You or a student can read a definition and the rest of the class plays Bingo in the regular way, by covering over a word whose definition is read.

2) Completion of the activity occurs either when one row is completed or when the whole card is completed, depending on the attention span of the class.

N O T E S:

Contributed by Rhonda A. Hays

TRIVIA

Materials: Trivia questions and answers from TV shows.

Procedure:

1) Trivia questions about old TV shows can be fun for many secondary students, especially junior high. Re-runs of many of these old shows are shown during the late afternoons, and are watched and enjoyed by this age group. The students can find many answers by reading the credits, as well as by discussing the shows with their parents, who many times are familiar with the show from its original runs. This opened up lines of communication and created a fun learning situation for our students.

2) Do not limit the questions to TV shows. Questions involving highest mountain on earth, in United States, in state, longest suspension bridge, depth of Royal Gorge and other geographical trivia are interesting to learn.

3) Taking it a step further, move into your state history and geography. Some sample questions might be:

   a. How many state parks are in our own state? How many national parks or forests?

-continued-

(Trivia continued)

b. What is (state's) longest river?

c. How many counties start with the letter 'C'?

d. How many people have been governor of this state?

Take care to include some rather obscure "fun facts". Some examples are:

a. Who won the French and Indian war?

b. What was the nickname for the land purchase of Alaska.

c. Make a complete list of the failures of Abraham Lincoln.

N O T E S:

CAN YOU HEAR WHAT I'M WRITING

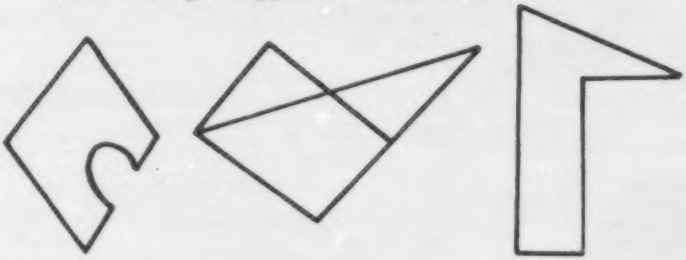
Giving Directions I - Following Directions

Materials: Simple geometric shape designs, manila envelopes, paper, pencil, overhead transparencies or construction paper.

Procedure:

Draw off your various designs on a transparency page (may use construction paper).

Some design suggestions follow:



1) Divide larger groups into teams or use individuals for participants.

2) Give each group one design in an envelope. Let no one else see their design.

3) Each group writes up or records the directions for reproducing the design. No illustrations are allowed.

 -continued-

(Language Development continued)

4) (a) Groups trade design directions and try to reproduce the design.

(b) One group goes to the board or overhead and tries to reproduce the design as directions are orally given to them. Then the next group goes.

5) Original designs are displayed on the overhead or board for comparison.

<u>If interest is high.</u> The class may want to work together to prepare a set of better instructions. You may use these instructions in another class to check results.

CAN YOU READ WHAT I WROTE?

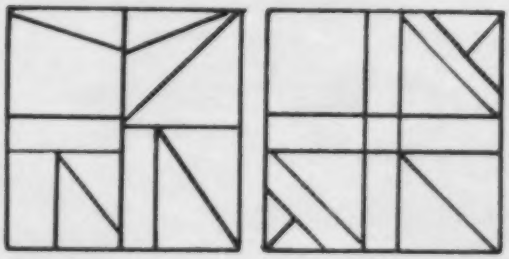
A Variation on Giving/Taking Direction I

Materials: A completed geometric design on poster board, four envelopes, an exact copy of poster board of original design. Scissors, paper, pencil or recorder.

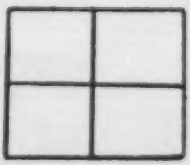
Procedure:

1) Make two geometric designs exactly alike on poster board (quilt block patterns may be used).

Examples of design types:



2) Leave one design together as a pattern cut the second design into pieces. Be sure you keep each quadrant's piece together.



(A Variation on Giving/Taking Directions I continued)

3) Put each quadrant piece into a different envelope. Label envelopes 1, 2, 3, 4. (For a later variation after students are proficient at this task, you may wish to take one piece from one envelope and trade it for one piece from another envelope).

4) Divide class into groups of four and separate each group entirely from the other groups or let one class do this activity (write instructions) for another class.

5) Tell the groups you will give them twenty minutes to write or record the instructions for putting the puzzle together. At no time may this group actually put the puzzle together nor may they combine their envelopes pieces with another envelope. They may touch only the pieces in their envelope.

6) See if one group can put together another group's puzzle, using only the written directions.

7) The direction writing group learns a great deal more if they can be present to watch the group following their directions. Don't let them speak!

GROUP DYNAMICS

Group dynamics skills are becoming more important in high schools using discussion type classes. Begin by teaching students how the group process works. Remember, the process skills are the most important aspect, not the topic resolution. You will need to remind students of this occasionally when they are loath to move on before a final resolution is reached.

The Fishbowl

Materials: Newsprint, Magic Markers, Masking Tape.

Procedure:

1) Begin by choosing a topic.

2) Decide the teacher's role, if any.

3) Choose timekeeper.

Begin with a practice session. Tell groups to think of as many things as they can that they like to do in their spare time. Record responses on lists; total time about 5 minutes. Stop action. Have each group share their lists; then ask some of the following questions: (A) Did everyone get a chance to contribute? (B) Was criticism avoided? (C) Who were the leaders? (D) Why did they become the leaders? etc.

(Group Dynamics continued)

4) Proceed through their group processes with different topics increasing time as students can handle it.

5) Have the group choose two of their most important ideas to share. Post complete lists.

6) Discuss process again.

What Wheel

Materials: Newsprint paper, magic markers, pre-selected task, clock.

Procedure:

1) Have each student draw a large wagon wheel with spokes on his newsprint paper. Give him the task or topic, and have him write his reactions on the wheel spokes. Give him only about 5 minutes.

2) Group the students into pairs and have them agree on a single set of reactions that will represent them both. Draw a new wheel with these reactions.

3) Combine students into larger groups and compose one more representative wheel. Post all wheels. Then as a whole group make master wheel.

4) Discuss the processes including the defer, demand, behavior used.

SCAVENGER HUNT

Materials: Ditto master, list of instructions; make a mimeographed list of items which might include: Find the title of the book with call number 320.2 HE. Who is the person in the photo on page 125 in the autobiography of Helen Keller? etc.

Procedure:

1) Organize students into pairs.

2) Send them to the library with a time limit to complete their hunt.

Comment: This works well with Study Skills and with introducing text books by giving practice in using the glossary, preface, table of contents, summaries, charts, graphs, etc.

NOTES:

CREATIVE SEEING

An Introduction

Materials: An ice cream carton waste basket covered with a collage of pictures (people's faces are good) and "sayings", a very irregular rock, a ball point pen, a poster or bulletin board behind the students which has been on display only a short time. A little ham in the teacher helps.

Procedure:

1) Have students clear their work area of everything (especially purses) except one piece of writing paper and a writing implement.

2) Flamboyantly introduce them to your art finds by such statements as, "This is a rock"; "This is a trash can"; "This is a pen".

3) Hide all articles; then ask the following type of questions:

   a) What did I show you 1st? 2nd?

   b) What would the second item feel like?

   c) Describe the first item to a blind person.

   d) Was the saying on the trash can political.

 -continued-

(Creative Seeing continued)

4) Walk around the room while they write and read aloud any uniquely good ones.

5) Talk shortly about the difference between looking and seeing. Then ask some questions like, "What colors are the lockers by the gym?" "Without looking, what does the bulletin board behind you say?" "What color is the door of the classroom?" (Don't let the students peek.)

6) Ask for a volunteer to be the model.

7) Have class members list off as many different descriptive items as possible. Write them on the board. Lead them to see many things.

8) Now have students describe the model as completely as possible in writing.

N O T E S:

CHOOKA'S HOUSE

Materials: Student's

Procedure:

1) Introduce Chooka who is a primative tree dweller who can use only simple stone tools. Chooka has no concept of inside.

2) Students are to describe a house to Chooka using things that would be familiar to him.

3) They may then try to get across the concept of inside.

4) Chooka can also be used to encourage students to describe many things; modern conveniences, how it feels to go to school, current event situations, etc.

THE MAGNIFIED WORLD

Materials: A "busy" picture or design, cardboard, clear contact paper, scissors, magnifying glass.

Procedure:

1) Paste the picture to cardboard. Draw puzzle lines on plain side of cardboard. Laminate with clear contact paper. Cut picture into puzzle pieces.

2) Each person receives one puzzle piece (or looks at pieces one at a time) and a magnifying glass. On paper or tape recorder he records as many details or descriptions as he can and makes suppositions as to what is being done or thought.

3) Each person briefly describes his puzzle piece but does not show it.

4) All students try to put the puzzle together.

5) Then they discuss how their little piece related to the whole picture.

Good for seeing details, language development, creativity.

TRAVEL BY MAP

Materials: Road atlas plus plans for making a trip.

Procedure:

1) When a class member, prescriptive teacher, or someone else known by the class is to take a trip, pull out the road atlas and design:

   a. The shortest route from school to destination.

   b. A scenic route in same general direction, not adding excessive mileage. Students will need to know geographical points of interest and historical sights to plan this trip.

   c. Figure mileage and approximate cost of food and lodging, if it is necessary.

   d. If possible, contact a travel agency or airport to determine air fare.

2) Compare the total costs, what you would actually see on the different trips (Grand Canyon from air, or side trip of one day to get a closer look).

3) Discuss situations when driving would be preferable, and times when flying would be the best.

FILMSTRIPS

Materials: Filmstrip activities

Procedure:

1) Often students are asked to watch filmstrips but no guidance is given. A very quick direction is for the group to write ten (any number) statements about the filmstrip which gave new information. The statements may then be written on a chalk board or poster board. Duplicates are eliminated.

2) Then as a group the students must come to a consensus upon a rank ordering of the statements, by their importance. If asked, they need to be able to explain why one is more important than another.

3) Display the posters while studying the unit and use these statements for a summary.

CREATING FILMSTRIPS

Materials: Liquid laundry bleach (Clorox) wide-mouth jar, old 35 mm filmstrips, felt-tip markers.

Procedure:

Images can be easily stripped from old filmstrips by using liquid bleach. Determine the length of the filmstrip that you plan to design, (sixteen frames per foot of film, plus a six-inch leader and 3 to 4-inch trailer). Attach a spring loaded clothes pin to film. Soak in bleach 2 - 3 minutes.

Using the clothes pin, move the film in the bleach to speed the stripping process. When all of emulsion is removed and the film is clear, remove from bleach and rinse thoroughly in clean water. Hang the film to dry - 20 to 30 minutes at room temperature. In order to prevent water spots, wipe the film with a soft, damp sponge or soak 30 to 60 seconds in a solution of one teaspoon automatic dishwasher detergent dissolved in about 20 ounces of water. Once the film is dry, the filmstrip can be produced.

DRAWING THE IMAGE

Once the film is prepared, the filmstrip production can begin.

1) Before actually drawing the images on

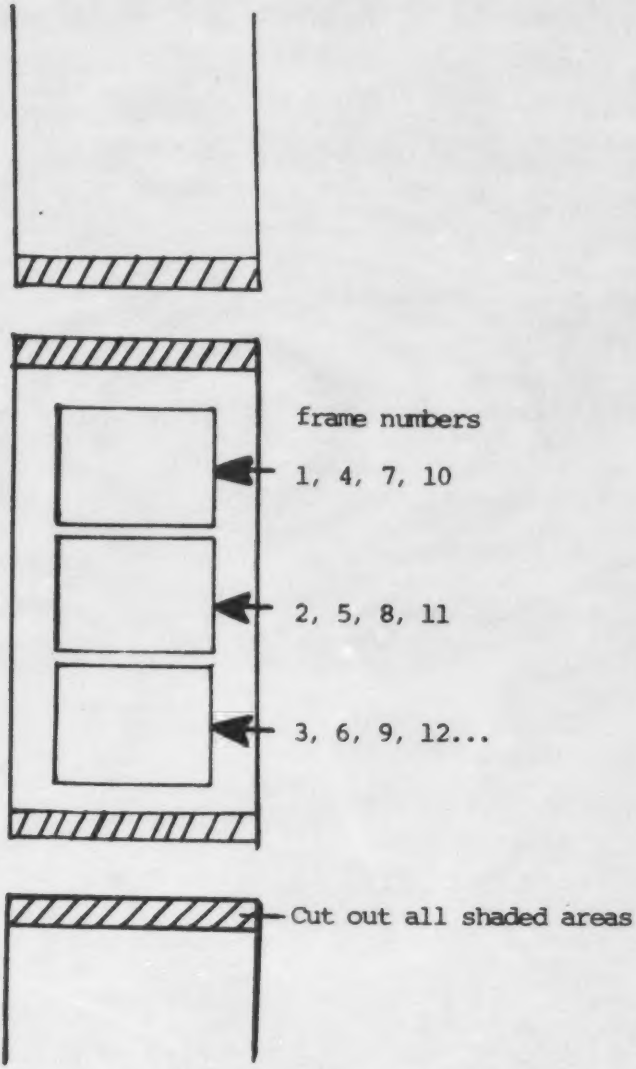
 -continued-

the acetate, determine the exact sequence of pictures to be created for the filmstrip. If your filmstrip content is complicated, then you will want to make a complete storyboard of your message. But, if not, you will want to at least identify the individual frames in outline form and in the proper sequence to be committed to the filmstrip. Although water soluble pens and colored pencil images may be corrected, it is time consuming and tedious to have to rearrange or insert frames after the images have been drawn on the acetate. So, determine your sequence first on paper and your filmstrip production will proceed smoothly.

2) After the number of frames for your filmstrip have been determined (remember, 16 frames per foot, allow six inches of clear film at the beginning and 3 or 4 inches of film as a trailer) cut your film to the correct length.

3) To ensure the correct size of each frame, a frame guide should be used. To make your guide, trace the following illustration of a frame guide onto a piece of paper and glue the paper to a sheet of thin posterboard about 8" x 10" in size. Using a single-edge razor blade or X-acto knife, cut out the shaded areas. Your guide is now ready to use.

FRAME GUIDE



FILMS FOR HANDMADE FILMSTRIPS

U-Film is the most expensive of films for handmade filmstrips. A 25-foot roll is about 25 cents per foot, a 100-foot roll is about 20 cents per foot, and a 1,000-foot roll is 10 cents per foot. U-Film is sold through audiovisual dealers and photographic stores. It can also be ordered direct from the manufacturer; however, they may refer you to a specific dealer in your area.

A second film which can be purchased ready to use is known as 35 mm clear leader film, and is made by Eastman Kodak. You are not apt to walk into a store and buy it over the counter, but any photographic store can order it for you. The catalog name is Eastman Clear Leader Film 5980 and comes only in 1,000 foot rolls. However, it is inexpensive, less than 2 cents per foot. One 1,000-foot roll costs about $17. This film is absolutely clear and felt-tip pens designed for acetates must be used to create an image on it. With the average handmade filmstrip being two to three feet long, this means 300 to 500 filmstrip experiences from one roll of film - for less than $20!

Contributed by Kenneth King, Ph.D.

PHOTO ESSAY

Materials: Film, cameras, poster board, marking pens. (Most students can supply a camera or share)

Procedure:

1) Put a list of essay subjects on the board.

   (a) What's new? / What's old in (town name)?

   (b) What's wrong? / What's right in _____?

   (c) What's up? / What's down? (New building site, large trees, old wells, cellars)

   (d) Industry / How does milk get bottled?

   (e) My father's day at work.

2) Have the students take their pictures and arrange them on a poster board with commentary written below each picture.

3) Display work immediately. (Try the main hall)

4) Discuss the pictures with the students; why they chose the pictures they did, etc.

or,

5) Students may wish to share ideas about their picture choices.

YE OLDE NEWSPAPER

Materials: Either background study on a history period or a viewing of a film such as "Camelot", Romeo and Juliet, (anything period).

Procedure:

1) Prepare a class newspaper headlining a major occurance. For example, Arthur's refusing to give the signal for lighting the fires around Guenevere until Lancelot arrived thus saving Guenevere or perhaps the murder of Tibult in "Romeo and Juliet".

2) Remember such a paper should include sections on recipes, travel, advertisement, general interest stories, popular music groups, society news, comics, etc. The spirit may be modern but the writing and news should match the period.

PARTICIPATING IN SURVEYS AND OPINION POLLS

Materials: Some available survey or poll in periodical or newspaper.

Procedure:

1) At times, publishers ask for feedback on certain regular articles or a new approach or format. Whenever this happens, let your class participate.

2) Each class group can take a survey of feelings or responses to the proposal.

3) The class can work together to make sure the count is accurate, write it up, mail the class' response.

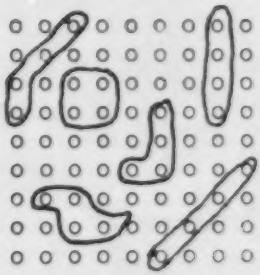
NOTE:

Many times the survey will only show up in the teacher's edition, but what is really needed is the students' opinions, not the teacher's opinion of the student's opinions! Take it to the kids!

Also, if errors or shortcomings are noted in texts or workbooks, the class can write to the editor/author.

You Tricked Me Into Multiplying

6 X 4 = ___



MATH INEQUALITY SYMBOLS

Materials: Drawing of two sharks with mouth symbols exagerated.

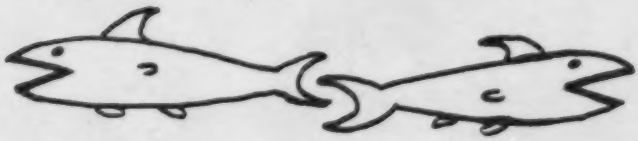
Procedure:

1) Present the student with pairs of numbers - whole, fractional, decimal, etc.

   Example: $9 > 6$ $2 < 9$ $116 > 13$

   $\frac{1}{2} > \frac{1}{4}$ $.5 < .8$

2) Tell the student that in order to easily remember which way the inequality symbol (greater than, less than) should be, remember the shark always eats the larger number. (The inequality symbol is the shark's mouth)



3) Have the student place the appropriate shark (or symbol) between the number pair.

TIC-TAC-TOTAL

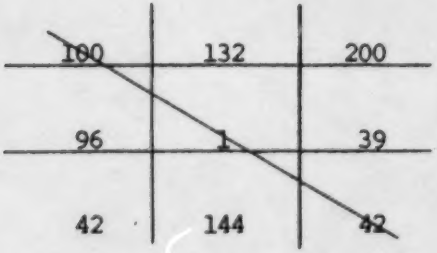
Materials: Tic Tac Toe grids drawn on duplicating masters and printed.

Procedure:

1) Above each grid write the directions: "Draw a line through the sum ——".

2) Fill in the grid with appropriate alternatives plus fillers.

   Example: Draw a line through the sum 143.



3) Give the student the appropriate grid sheet and a colored magic marker to do the marking.

4) More than one problem can be included on a grid.

5) Clear plastic sheets over the grids allow for reuse.

-continued-

(Tic-Tac-Total continued)

This activity can be adapted for related subject facts.

Find the 3 Former Presidents:

George Washington	Olivia Newton John	Gerald Ford
Ronald Regan	Abe Lincoln	Martin Luther King
John Daley	Princess Anne	Thomas Jefferson

NOTES:

Contributed by Linda Stoddard

CONTACT

Materials: Grids of 20 squares each with 20 numbers on them no larger than 36; 2 dice; markers to cover the numbers.

Procedure:

1) Each student takes a grid and a turn rolling the two dice and performs all four mathematical functions; addition, subtraction, multiplication, division.

2) For each answer that corresponds to a number on the grid, the student covers the same grid number.

3) The game is over when the grid is covered.

4) This is good for remembering or learning basic math facts.

Contributed by Rhonda A. Hays

CATALOGUE UNIT

Materials: Mail order catalogues and order forms, index cards, poster board and marking pen.

Procedure:

1) Either make a chart or mobile which shows the ordering process: Use an index; decide what is the best buy; select an item; read and follow directions on the order form; compute ounces to pounds; compute postal rates; add; write legibly.

2) Make out situation cards using index cards and the marking pen. Perhaps the student's order was "received" in the wrong color, size, quantity, etc.; the item was damaged in the mail; the item was non-operable; or the order was never received.

3) Students are given catalogues and told to order something they want. After an order form is completed a discussion about payment plans is carried on with the consumer counselor (teacher). Checks, types of credit, postal money orders, C.O.D. are all considered and a choice is made. (Here an extension can be made by teaching students how to open and handle personal checking accounts, etc.

-continued-

(Catalogue Unit continued)

4) The student then picks up a situation card.

5) Each student must now write a letter explaining specifically what has been ordered, what has been received, and how the company should correctly fill the order.

N O T E S:

MANIPULATION MULTIPLICATION

Materials: A variety of felt markers; 50 to 100 small objects.

Procedure:

1) Have enough small objects on hand for the student to make "groups" to reinforce multiplication tables. If the student is working on 3's, 4's and 5's fifty will be enough, but if multiplication through tens will be covered, at least 100 objects will be needed. These objects can be pennies, paper clips, styrofoam pieces used for packing, toothpicks, or anything fairly small and easy to handle.

2) Introduce activity as multiplication making use of "groups".

3) Give the student a predetermined number of objects, say 12. Ask the student to divide these into groups having an equal number of objects in each group, using all objects. The result will be one of the following:

   2 groups of 6
   6 groups of 2
   4 groups of 3 or
   3 groups of 4

4) After the student has successfully grouped the objects, let him draw the

 -continued-

same number groups of other objects (an object of his choice) with the bright felt tip markers. This task has merit as reinforcement unless the artistic aspect takes over.

5) Ask for another way to group the objects to make 12, until all four ways have been discovered and copied.

6) About this time discussion of 12 x 1 = 12, 1 x 12 = 12, will come up, or you may decide to discuss the merit or nonmerit of drawing 12 groups of one, etc., according to the student you are working with.

7) If the student works well by himself, have an index card list of numbers to be "grouped" for him to work on at his own speed. Or, if your classroom situation allows, you can go over at the end of each task, provide reinforcement, and verbally give the next number or count the objects to the student.

8) Increasing numerically has been more successful than running through all of the multiples of three then four. In other words, progress from 15 to 16, 18, 20, 21, 24, 25, 27 as opposed to 6, 9, 12, 15, 18.

9) After 20, students often get bogged down in two times ____ for any even number. Be prepared for this, as

 -continued-

(Manipulation Multiplication continued)

logical explanation of not needing to learn complete multiplication tables "all the way to 22" seems to help keep this from happening.

10) This approach is also adaptable to division.

N O T E S:

MULTIPLICATION DOTS

Materials: Ditto masters, duplicating paper.

Procedure:

1) Using a typewriter, make two grids of at least 81 lower case o's, leaving a double space between each one vertically and horizontally.

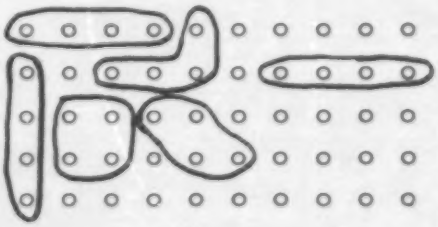
Example:

o o o o o o o o o o
o o o o o o o o o
o o o o o o o o
o o o o o o o
o o o o o o

Duplicate until master wears off, as these will be used quickly.

2) Under each grid of dots, write a multiplication fact, such as 6 x 4 = _____. Direct the student to circle six groups of four (or four groups of six), count the dots circled to discover the answer and fill in the blank.

Example:



6 x 4 = 24

-continued-

(Multiplication Dots continued)

3) After growing more familiar with the multiplication facts, reverse the process, asking __ x __ = 42. The student then tries to recall at least one factor of 42 to get him started. Experimentation with groups is necessary until he achieves a number of groups with equal dots enclosed, totaling 42 dots.

Note:

When a student seems to have no idea of one factor to get him started, he seems to regress to the old familiar "If a number is even, 2 will divide into it". The result of the above example would be 2 x 21 = 42. This is not a fact that is commonly learned, or necessary. Discuss this with the student to help prevent this from happening.

Variation: Division

1) Write a division problem under a grid of dots:

$32 \div 4 =$ ____ or $4\overline{)32}$

2) Have the student circle the total number to be divided and then group these dots to equal the divisor.

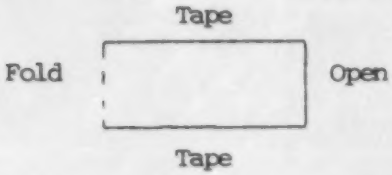
3) When using the form $4\overline{)32}$, remind the student that the number already in one-half of a box is the number to be enclosed.

MAGIC MULTIPLICATION

Materials: Water base felt tip markers capable of being screened out by plastic theme covers, plastic theme covers, dark or black felt tip pen, 3 x 5 index cards, tape. (Generally, yellow water base marker and yellow-orange theme cover work best)

Procedure:

1) Make envelopes for index cards by cutting theme covers to approximately 3 3/4" by 5 1/4" using fold in plastic for one edge. Tape two of the other edges, leaving one short (3 3/4") side open.



2) On index cards, multiplication facts are written using the dark felt tip for the problem (3 x 3 =) and the water base marker for the answer.

3) When cards are in the plastic envelope, only the problem is visable, but the answer appears when card is pulled out of plastic.

4) Students can easily use this to quiz themselves on multiplication facts, having immediate feedback.

-continued-

(Magic Multiplication continued)

Variations:

This activity can be used for more basic math as well as having application in foreign languages, vocabulary work, and spelling.

N O T E S:

SLOT-O-MATH

Materials: One large oatmeal box with lid. One piece of white paper large enough to cover the oatmeal box, 1 piece colored construction paper of equal size, 1 red and 1 green marking pen, scissors and glue.

Procedure:

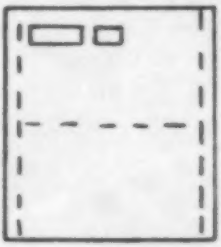
1) Remove lid from oatmeal box - save it.

2) Glue a cover to the outside of the oatmeal cylinder with white paper. Let glue dry.

3) Measure the circumference of the oatmeal box; divide that length by 4.

4) Place colored construction paper before you with the narrow side at the top and bottom. Mark lightly the horizontal middle of the page and a left-right margin of 1 1/2 inches.

5) Measure up the left margin line from the horizontal line the length found in step 3. Cut a slot 3/8" x 1 1/2". Measure in one inch further and cut a square 3/8" x 3/8".



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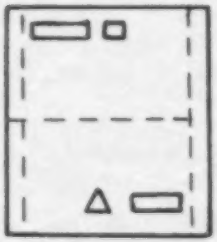
(Slot-O-Math continued)

6) Measure down the right margin line from the middle line the length found in step 3. Cut a slot 3/8" x 1 1/2". Measure in one inch further and cut an equalateral triangle of 3/8".



7) Glue the left long side around the circumference of the oatmeal lid to form a cylinder sleeve. Let dry.

8) Insert white cylinder inside cylinder sleeve.

9) Begin in the left long slot, and using a green pen write a multiplication fact such as 6 x 8 = △.

10) Turn the cylinder over and write the product in the triangle.

11) Twist sleeve until problem and answer are out of sight. Continue writing problems and answers until you fill in entire cylinder.

-continued-

(Slot-O-Math continued)

12) Reverse cylinder and repeat multiplication facts and answers using the right long slot, a red pen and the square for the answer. 9 x 1 = □

13) Student can now read the problem, give his answer, turn the cylinder, check his answer, twist the cylinder and get a new problem and answer.

14) Substituting a note of good cheer for an occasional problem is a good motivation. ★ answer spaces.

N O T E S:

Contributed by Mary Lou Carr

MULTIPLICATION WHEELS

Materials: Ditto sheets filled with the design below. Six will fit on a page.

Procedure:

1) For multiplication review, hand the student a multiplication wheel after filling in an appropriate multiplier in the middle of design.

2) The student writes the product in the outer circle.

(Multiplication Wheels continued)

Variation:

A spinner can be attached to wheel and the student make up a problem using the number pointed to by the spinner plus his own number.

Example:

Reference: Practice for Modern Mathematics
Steck Vaughn Co.

MATH CROSSWORD

Materials: Time, ditto master, pencil.

Procedure:

1) Design a "crossword" puzzle which uses the math combinations that plague your room.

2) On the following page is an example to use while designing your own.

3) Refer to "Creating Puzzles" for hints to help the mechanics of building crosswords, page 97.

4) Encourage students to build these puzzles themselves or for use with other students or classes.

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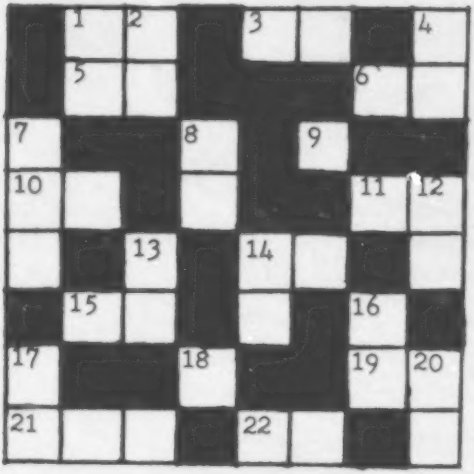
(Math Crossword continued)



ACROSS

(1) 6 x 8
(3) 3 x 6
(5) 7 x 3
(6) 3 x 8
(9) rhymes with heaven
(10) 9 x 8
(11) 5 x 5
(13) 3 x 3
(14) 5 x 8
(15) 28 + 42
(18) 20 - 12
(19) 8 x 8
(21) 900 - 535
(22) 5 x 9

DOWN

(1) 6 x 7
(2) 9 x 9
(4) 6 x 4
(7) 743 - 65
(8) 6 x 5
(12) 6 x 9
(13) 10 x 9
(14) 7 x 7
(16) 6 x 6
(17) 7 x 9
(20) 6 x 8

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MULTIPLICATION DOMINOS

Material: Two and one-half index cards cut into fourths with one number, 2-9, written on each fourth. A commercial dominos game. Paper and pencil for scoring.

Procedure:

1) The rules are the same as for regular dominos; except that the scoring will be different.

   Instead of scoring with multiples of five a number card is drawn at the beginning of each hand; then all scores are based on multiples of the drawn number.

   The scoring numbers for the number 4 would be 4, 8, 12, 16, 20, 24 .....

NOTES:

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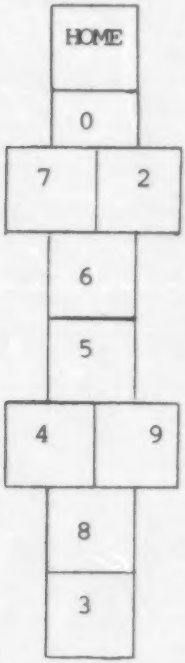
MULTIPLICATION HOP SCOTCH

Materials: A hop scotch grid made with chalk or masking tape on the floor with the numbers 0-9 in RANDOM order. Two sets of ten 3 x 5 cards with numbers 0-9, one number to a card. A stone to throw on the grid.



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(Multiplication Hop Scotch continued)

Procedure:

1) Shuffle each deck of cards. Place one deck at home and one deck at the opposite end.

2) The student chooses a multiplier card. He multiplies the number in each square by the drawn number as he hops across the playing grid, using hop scotch rules. At the opposite end he chooses another card and returns multiplying by the new number. If he makes a mistake or cannot name a product, he must go back to home and wait for his next turn.

3) Play continues with students taking turns.

4) The winner is the first one to get his stone through the numbers.

5) This needn't always be a competition game. It makes a good physical break from other assignments and is more motivating than flash cards.

A METRIC RACE

This game has been devised to be used with a class of seventh grade mixed-ability students. This game would be used as a culminating activity after completing a unit on the metric system. The game can be adapted to many varieties using different lengths of the metric system. We have chosen the floor variety of the game to include motor activity and a large working area. We have chosen this team game also to have all the students involved in the activity. For demonstration, we have chosen to have only two teams; but, in a regular classroom situation the number of teams would depend on the amount of space and the number of students.

The purpose of the game is two-fold. During the game students actually measure, see or are moved the metric length; thus internalizing the concept of a decimeter or meter. Also after having worked hard to learn these concepts students will have fun with them and look forward to more new concepts. The varying abilities of the students are taken into consideration with all the levels having an assigned position in the game. These are explained in the directions of the game.

Materials: A race track is made up of straight strips of tape (contrasting to floor color) laid out on the floor about 5-6 meters long and approximately 1/2 meter apart; one strip per team. Each team has a <u>metric rule</u> and a

-continued-

decoding sheet. The dice thrower has a set of dice. One die contains the numbers 1-6; one die contains a red dot on one side and blank spaces on the other sides. Masking tape helps create the dot die. The decoding system should be written on the board or on handouts for all to see.

A. Decoding Rules (floor game)

Roll dice (red dot means take double)

1 - Move forward 4 decimeters
2 - Move forward 2 meters
3 - Move back 1 meter
4 - Move forward 7 decimeters
5 - Move forward 3 decimeters
6 - Take 2 turns

Procedure:

The People Involved: The (1) Dice Thrower who can quickly label a response. He calls out the coding number to each team judge. This person would be functioning at the sequential perceptual level: (2) The Team which consists of: (a) The Judge: He has the decoding rule sheet and gives instructions to the measurer. This judge must also make sure the measuring is accurate. This person should be functioning at the conceptual level. (b) The Measurer: He must measure off the amount given in the judge's instructions. He must know what a decimeter

-continued-

or meter is. He must be functioning at the conceptual level. (c) The Racer moves to the spot indicated by the measurer. This person needs to demonstrate skill at the motor level. (d) The Audience: The audience is divided into teams and told to "root" for their particular team and to see that the measuring is accurate.

Variations of the Game:

The game may be played on following days as a desk game using the smaller measurers of centimeters and decimeters, a race board, a set of dice per board, and a measuring device for each individual student.

B. Decoding Rules for Desk Variation

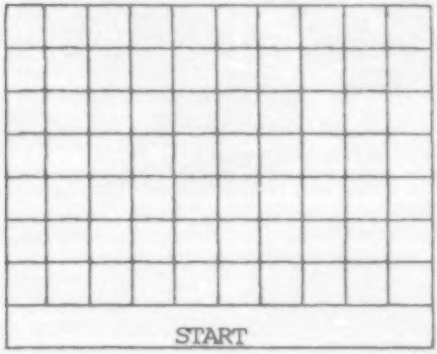
Use variation of the above rules using centimeters and decimeters to fit the board space.

PATHFINDER

Materials: Ditto master, colored marking pens, pencil, inspiration cards.

Procedure:

1) Begin by drawing the following grid. Each area is a 1" square.



2) The activity may be used for any number subject areas as listed below, but for the example math will be used.

Make up many problems, the answers being equal to numbers from 1-20.

A few examples are:

(17 - 9) (34 ÷ 2) (3 + 6) (6 x 3)

Write these problems on small problem cards.

-continued-

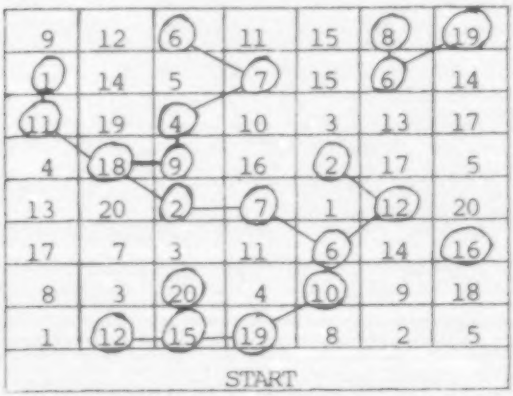
(Pathfinder continued)

3) Give each student a grid, a pencil, and a colored marker.

4) Have students fill in their grids with felt pens randomly using numbers from 1-20. (This makes all grids different, is a form of decision making and makes "blaming" hard to do)

5) The object of the activity is to form a continuous line from start to the top of the page.

6) As a problem card is read (not shown) the student circles with his pencil one correct answer. He continues to circle and connect adjoining squares on his grid until a continuous line is drawn from start to top. He may begin anywhere, hoping to join numbers up later. Below is a sample grid after the activity.



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 -continued-

(Pathfinder continued)

7) The first one finished is the winner or new caller.

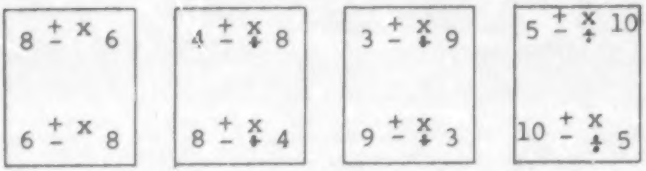
8) Variations in grid subjects and problem cards make the activity open to practice of element symbol recognition for science, first aid steps and situations, news story classifications, historical periods activities, famous painters and musicians or famous Oklahomans, etc.

N O T E S:

MATH PYRAMID

Materials: Plain playing cards or plain index cards, 21 colored markers, clear contact paper.

In the top center of each card write as many of the basic function symbols as applicable. In each of the top two corners write a different enteger. Repeat design for bottom of card. Laminate with clear contact paper. Each card will have different combinations of the numbers 0-10.



Directions:

1) Student shuffles the cards.

2) He then lays the cards out face up in the form of a pyramid using all 21 cards.

3) The object of the game is to be able to pick up every card from the pyramid. The player may choose one card that is not overlapped by another. He then must work in his head one problem for each symbol on the card. If he can, he removes the card for good from the pyramid. He works through each card until all cards are gone.

 -continued-

(Math Pyramid continued)

Variations:

He may remove a card if he can do at least one type of problem or he may have a time limit.

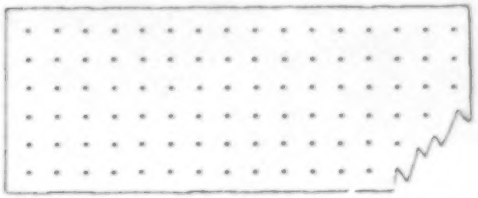
N O T E S:

GEOBOARD AREAS

Materials: One wooden board about 10 inches square, enough nails to hammer in one every inch, heavy duty rubber bands and index cards.

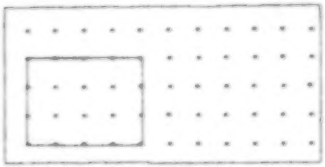
Procedure:

1) Make a geoboard by hammering in one nail every inch (or centimeter) as in drawing. Students like to make these.



2) Print one introductory index card with an example and basic steps.

a) Reproduce this design on your geoboard.



b) How many spaces go across?

c) How many spaces go up and down?

d) How many spaces are inside the rubber band?

The spaces in b are called length.
The spaces in c are called width.
The spaces in d are called area.
To find the area without a geoboard multiply length by width. L x W = A

-continued-

(Geoboard Areas)

3) Make many practice cards with designs and math step questions to fit the principles you are teaching.

Variation:

If the child is not an independent worker, the teacher may lead him through each step with hints and demonstrations rather than by the card guidance.

N O T E S:

THE SHELVES

Materials: Price estimate on lumber, moldings, nails, tacks, angle irons, bucks, etc. (From shop teacher) Good rulers, drawing paper, and permission to take a field trip to a lumber yard.

Procedure:

1) Give the following situation to the students:

   "You have moved away from home. Your garage apartment lacks storage; so you decide to build shelves. Make up 3 possible designs; write up your specifications and a materials list, you may use the estimate price list since you can only spend $30.00 including tax.

2) After the above assignment is completed, take this "building" group to a lumber yard. (Make arrangements with lumber man early so his counseling can be assured.)

3) Have students discuss their designs with the lumber man to collect accurate cost information and building hints especially about sound structure.

4) Have students refigure cost, specifications if needed and turn in original and final copies.

-continued-

(The Shelves continued)

5) If you really need shelves, the students can carry out their plans & build them for you.

Variation - The Table:

Add pictures of tables made from unusual materials like plastic pipe, moving drums, roof tiles as inspiration and make above activity for an unfurnished apartment. Table cost $25.00

N O T E S:

LOGIC

Materials: Ditto masters containing series such as the following:

	Answer for your Reference only
1, 3, 5, 7, 9, _ _	11, 13
32, 16, 8, 4, 2, _ _	1, 1/2
3, 6, 12, 21, 33, _ _	48, 66
0, 1, 4, 9, 16, _ _	25, 36
8, 5, 60, 45, 30, 15, _ _	0, 15
1200, 6, 200, 5, 40, _ _	4, 10
48, 44, 40, 47, 43, 39, _ _	46, 42
1, 1, 2, 4, 3, 9, 4, _ _	16, 5
2, 4, 5, 10, 11, 22, _ _	23, 46
12, 2, 6, 14, 2, 7, 16, _ _	2, 8
1, 6, 4, 9, 3, 4, 2, _ _	1, 1
32, 4, 26, 10, 20, 16, _ _	14, 22
56, 8, 7, 30, 6, 5, 12, 4, _ _	3, 2
6, 5, 3, 7, 5, 4, 8, 5, 5, _ _	9, 5
0, 1, 1, 2, 3, 5, 8, 13, _ _	21, 34

Procedure:

Have the students figure out the pattern and the following two integers. This can be done individually or in teams.

"CUTTING OUT THE FAT"

Word problems with unneeded details often slow students down. Two exercises seem to help lessen the problem.

Procedure:

1) Give each student or group a page of word problems and a colored marker.

2) Have students mark out all unneeded information. Then have them work the problem.

After this exercise is used, students are usually ready to move on to the next level.

1) Give students a quiet time to plan problems for other classmates.

2) Divide the class into pairs or small groups, and give them each a set of the student made problems.

3) One partner reads the problem orally while the second partner orally "cuts out the fat".

4) All new problems are then worked.

Problem Example: Make wanted to buy a 1973 racing bike with ten-gears. His friend who receives $4.00 a week allowance, said he would sell

-continued-

("Cutting Out the Fat" continued)

his used bike for $75.00. The original price was $138.00. Mike has $42.50. How much more does he need?

NOTE:

Because much of the second exercise is oral this is also a good auditory memory practice.

This adapts well for presenting key words in math problems that show what function is called for.

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PLAYING THE MARKET

Let your students become familiar with the realities of life which are caused by the fluctuations of the daily market. Be alert to the changes caused by holidays, the signing of certain bills, as well as other world happenings--war, cold war, floods, leadership changes.

Materials: Daily newspaper, 3 x 5 cards to record stock companies, number of shares purchased and price.

Procedure:

1) Give each student an equal amount of credit to spend on the stock of their choice.

2) Help them de-code abbreviations and find companies meaningful to them McDonalds, Pepsi, etc.

3) They may sell at anytime (at that days market price) and buy more stock or put their money at bank interest.

4) See who has earned the most money at the end of the semester, and at the end of the year.

5) Research into the diverse activities of most companies are interesting and surprising. A student letter to a conglomerate could be enlightening. Reference: Writing Business Letters to Real People, page 11.

MAKING CHANGE

Materials: Approximately $25.00 worth of change, including all denominations. Include more than five of lower value coins, but not ten. Larger bills may be fake, but use real money mostly.

Procedure:

1) Introduce concept of counting change back, beginning with the purchase price until the amount tended is reached.

2) Let students count change to each other, making up problems for each other as they go. Example: Tommy, I spent $1.23 at your store - here's my money ($2.00 or a five) count (out loud) my change to me.

3) Work to build confidence, not stump class members

SPORTS PAGE MATH

The Sports page is often a gold mine of word problems for math. The teacher may write them or better yet a student who needs the writing practice can write them.

Written Math Problems

An article on the All-State football teams listed the players, their positions, height and weight and the college. From this information various problems could be written. Begin by cutting out the chart for these problems because it will save writing time.

1) There are 10 halfbacks on the North team. What are the average heights and weights of the halfbacks? What are the average height and weight for the seven halfbacks on the South's team?

2) Which Universities have the most players? What percentage of players does _____ University have?

Another article about a football game between the Warriors and Seagulls could give problems like:

1) During the game Saturday between the Seagulls and Warriors, the Warriors scored 13 points in both

(Sports Page Math continued)

the first and second quarters, 6 points in the third quarter and 21 points in the fourth quarter. What was their total score? What was the average points per quarter?

2) The Warriors rushed for 327 yards; while the Seagulls only earned 45. What was the difference in yards?

3) The Warriors completed fourteen of 23 passes, the Seagulls completed 9 of 36 passes. Whose percentage was better? What are the percentages?

PICTURE PLOTTING

Materials: Graph paper, simple line drawings, pencils.

Precedure:

1) Place one sheet of graph paper with labeled axis over a line drawing. Record proper coordinate points to form an outline. Number the coordinate points so joining will be easier. Keep this graph as an answer key.

2) Give each student a plain piece of graph paper with a labeled axis and pencil.

3) Call off the coordinate points and have them marked on the graph.

4) Have the student join the dots to make the picture.

   As students get better they can prepare grid designs for each other.

GRID DIVISION

Many division errors are caused by students skipping digits or not placing a zero in appropriate parts of the quotient.

To make division a more concrete function, place the problem in a grid.

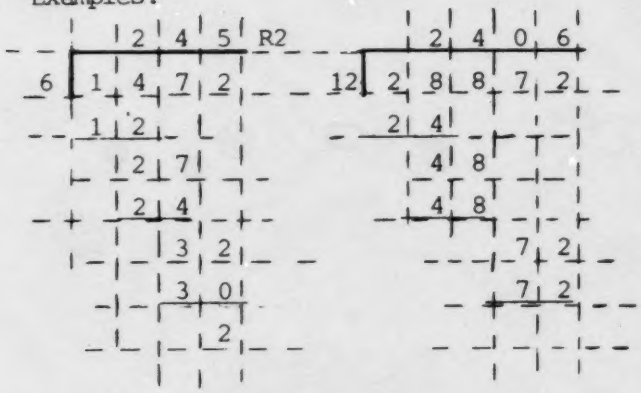
Materials: Graph paper with grid large enough to write a single digit number per square comfortably.

Procedure:

1) Write division problem in grid.

2) Have student work division problem being careful to use numbers in order, and checking that all quotient digits are in correct slot.

Examples:



SERIES MATH

Materials: Ditto copy of skillboard and a colored marker for each student.

Procedure:

1) Make a ditto master of the skillboard and some series math directions as illustrated below.

2) Give each student a marker and a skillboard.

3) A leader calls out a series of directions.

4) Students mark the correct answer.

5) Repeat until one line horizontally or vertically is completed.

6) Change numbers as appropriate for your group.

Remember the skill of working math problems in one's head takes practice. The goal is skill development in mental math.

5	10	15	20	25	30
35	40	45	50	55	60
65	70	75	80	85	90
95	100	105	110	115	120
125	130	135	140	145	150
155	160	165	170	175	180

 -continued-

(Series Math continued)

Series Math Direction example:

Start with 80, divide it in half, add 15, subtract 10. Find the answer.

NOTES